

ED 024 978

Family Living Including Sex Education.  
New York City Board of Education, Brooklyn, N.Y.  
Pub Date 67

Note- 90p.

Available from- Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$3.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors- Board of Education Role, \*Curriculum Development, \*Curriculum Guides, \*Family Life Education, Family Structure, Learning Activities, School Responsibility, \*Sex Education

In 1967, the New York Board of Education added a program on Family Living designed for school students from the pre-kindergarten level to the senior level in high school. Tables are used to establish year-by-year concepts to be explored, learning activities to be followed, and general course content relating to the basic concept. In addition, there are lists of audio-visual materials approved for use at specific grade levels, text materials to be used at designated grade levels, and approved supplementary books suggested for pilot instruction in the sex education program at designated grade levels. (CJ)

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Curriculum Bulletin • 1967-68 Series • No. 11

# FAMILY LIVING

*including*

## Sex Education

*Preliminary Edition*

ED024978

Board of Education of the City of New York

28 003 142

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## INTRODUCTION

On April 19, 1967, a new curriculum area known as Family Living, including Sex Education, was added to the program of New York City schools. It was on that date the Board of Education unanimously passed a resolution authorizing the preparation of "a suitable program of instruction for all pupils in appropriate grades in the area of Family Living." The resolution further stated, "This course of study shall include a sensitive presentation of the importance of understandings of sex as it relates to whole-some living, ethical, emotional and social maturity, as well as the reproductive process."

In approving the new curriculum, it was felt that the personal insights achieved by our youth through the knowledge and understandings flowing from a course in Family Living would promote their physical health, psychological well-being, and emotional stability. The aims of education would be further served by the support given to ethical values and sound interpersonal relations.

The point of view held by the Board of Education is consistent with action taken by nonpublic schools in this city and by other public schools throughout the country. The New York State Department of Education worked on the development of materials in the area during the summer of 1967; the United States Office of Education is giving full support to projects in Family Living, including Sex Education.

This preliminary edition of the new curriculum has received support from professional groups, parent organizations, health agencies, representatives of local school boards, religious groups, college staffs, and civic associations. Many meetings have been held with these groups to evaluate concepts and content. The wholehearted appreciation of this office is extended to the representatives, listed in the Acknowledgments, for the tremendous support they have given to our program in Family Living, including Sex Education.

With the development of the preliminary materials in this brochure, New York City schools are ready to initiate a concerted, organized, sensitive approach to instruction. This instruction will be preceded by adequate teacher and supervisor training and the involvement of parents and the community. In line with decentralization, responsibility for the implementation rests with the district superintendents.

As Superintendent of Schools, I ask the staff to use to the maximum the potential offered by this new curriculum. Here is your opportunity to build in our pupils the ethical values, the sound knowledge, and the social and emotional stability they need without infringing on those areas that are not within the prerogative of the school.

Bernard E. Donovan  
Superintendent of Schools

July, 1967



## A C K N O W L E D G M E N T S

This publication was prepared under the direction of Acting Deputy Superintendent Helene M. Lloyd, Office of Curriculum, at the request of Doctor Bernard E. Donovan, Superintendent of Schools. Preparation of the material was undertaken as a result of a resolution unanimously approved by the Board of Education on April 19, 1967. Special recognition for introducing the resolution and for supporting the development of curriculum in the area is given to Mrs. Rose Shapiro, Vice-President of the Board of Education.

Appreciation is also extended to Assistant Superintendent William H. Bristow, Bureau of Curriculum Development, for his guidance in the development of this curriculum.

Special commendation is given to the working committee responsible for production: co-chairmen, Dr. Edith Clarke, Office of Curriculum, and Abraham Marten, Assistant Director, Bureau of Health Education; committee members - Eleanor Capson, Assistant Principal, JHS 211K; Xenia F. Fane, Assistant Director, Bureau of Home Economics; Mary Fitzgerald, Acting Director, Bureau of Health Education; Marvin Greenstein, Acting Assistant Director, Bureau of Child Guidance; David Katz, Coordinator, Bureau of Curriculum Development; Alfred Leichtman, Coordinator, Bureau of Curriculum Development; Rita Lindquist, Acting Chairman of Home Economics, S. J. Tilden High School; Sidney Young, Assistant Principal, JHS 158Q.

During the development of this curriculum the tremendous resources of the Board of Education staff were used in many ways; i.e., as consultants, writers, evaluators of printed and audio-visual materials, subject specialists. The staff contributors were:

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Appreciation is extended to Dr. Aaron Slotkin for assistance in the processing of this material and to Mr. Simon Shulman for the cover design. Grateful acknowledgment is extended to Mrs. Renée M. Kleinfeld for her outstanding secretarial assistance. Appreciation is also given to students of S. J. Tilden High School for their suggestions concerning the content.

Special recognition must be given to the representatives of the clergy, parent organizations, New York State Education Department, civic and community groups, agencies, and others for the great amount of guidance given to the development of this new curriculum. Without the effective leadership, counsel, and direction from the groups represented, the project could not have moved forward successfully.

For the generous support from the persons and groups represented below, New York City Schools are grateful:

Elizabeth Anderson, Executive Director, Youth Consultation Service.

Aline B. Auerbach, Parent Education Consultant, Bloom-



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## ingdale Family Program.

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Services, SIECUS.  
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 Child Welfare Division, Community Council of  
 Greater New York.  
 Arthur D. Wright, Executive Director, Catholic Inter-  
 racial Council.

## SUGGESTIONS TO TEACHERS

This preliminary edition of the curriculum, Family Living, Including Sex Education, will be used in selected schools at all grade levels in the fall, 1967.

The materials in the brochure include a scope and sequence, content, learning activities, and recommended teaching aids. The sensitivity of the teacher to the possibilities for pupil growth inherent in the new curriculum and the teacher's rapport with the class are the keys to effective implementation.

### Grade Placement

While careful thought and review have been given in relation to grade placement of the concepts suggested, it is important that the teacher select for instructional purposes those materials that fit the needs of the children in the group. The maturity levels of pupils, family backgrounds, pertinent questions, and other factors will cause variations in concepts taught even within a grade level in a particular school. It should also be understood that the materials in this brochure may serve as springboards to other topics of concern.

### Time Allotments

The time allotted to the teaching of Family Living, Including Sex Education will vary according to grade level. In the early grades, instruction will be included in the science, health education, or social studies time allotments. Beginning in grades 5 and 6, more direct teaching will be initiated. Some teachers may prefer that this direct teaching be done in several 10-15 minute time blocks; other teachers may prefer one period of 40-45 minutes

weekly or two 20-minute periods. In the junior and senior high schools, it is suggested that instruction be scheduled for one period per week. As this preliminary curriculum is used by teachers during the current year, the recommendations of teachers as to time allocations will be requested by the Office of Curriculum.

### Teacher Assistance

Assistance in the implementation of this new curriculum will be provided by the principal and by the member of the district staff selected to serve as district coordinator. Filmstrips and books in the area will be available through the district office. Teachers should feel free to avail themselves of these resources.

### Parent and Community Cooperation

The need for close cooperation with the parents of the pupils being instructed and with community people cannot be overemphasized. Suggestions for work in this area will be given by principals and by the district coordinator.

### A Preliminary Curriculum

The contents of this brochure are to be regarded as preliminary materials. Plans are already under way to obtain reactions in the fall from staff and others concerning revisions needed. The cooperation of the staff during this introductory period is appreciated.



PREKINDERGARTEN Scope and Sequence	KINDERGARTEN Scope and Sequence
<p><b>INTRODUCTORY COMMENTS</b></p> <p>The following scope and sequence contains concepts and understandings for the teaching of sex education in the broad area of family living.</p> <p>Instruction in sex education is to be articulated with learnings in science, health education, guidance, and home economics.</p> <p>Teachers instructing pupils in the area of Family Living, Including Sex Education will be selected carefully and trained to provide necessary instruction within an ethical and moral framework. Cooperation will be maintained with parents and community people as the program develops. Modifications will be made in the light of evaluation.</p> <p>It is understood that this scope and sequence is flexible and is to be adapted to meet the differences in age, in maturation, in background, and in other factors that influence children in a large urban community. It should also be kept in mind that, for selected aspects of this curriculum, separate classes for boys and girls may be desirable, beginning at the fifth-grade level.</p>	<p>Understanding that most kinds of animals, including human beings, begin their lives as eggs (ova).</p> <p>Appreciating the fact that there is a growth process during gestation.</p> <p>Understanding the physical and social differences between girls and boys.</p> <p>Understanding and learning to use correct terminology for body parts.</p> <p>Understanding that babies are dependent upon older members of the family or other adults.</p> <p>Understanding that living things produce other living things of the same kind.</p> <p>Becoming aware that animal babies grow from eggs inside or outside the body of the mother; understanding that human babies grow from eggs inside the mother's body.</p> <p>Appreciating the importance of other family members and the acceptance of new arrivals.</p> <p>Accepting the fact that parents have their own needs in a family; that parents are husband and wife to each other.</p>
<p>Recognizing that curiosity about oneself and others is natural.</p> <p>Learning that all animals and people come into the world as babies.</p> <p>Understanding what parents do to prepare for birth of offspring.</p> <p>Understanding that animals care for their babies.</p> <p>Understanding that our bodies are made up of many parts which have a specific terminology.</p> <p>Recognizing that the parts of our body differ in appearance and in function.</p> <p>Understanding that girls always grow into women and boys always grow into men.</p> <p>Learning that baby animals and human babies grow from eggs (ova).</p> <p>Appreciating the fact that older family members take care of younger family members, especially babies.</p> <p>Appreciating the importance of other family members and the acceptance of new arrivals.</p> <p>Realizing that men and women marry as a result of love for each other and desire children as an expression of that love.</p>	<p>Understanding that most kinds of animals, including human beings, begin their lives as eggs (ova).</p> <p>Appreciating the fact that there is a growth process during gestation.</p> <p>Understanding the physical and social differences between girls and boys.</p> <p>Understanding and learning to use correct terminology for body parts.</p> <p>Understanding that babies are dependent upon older members of the family or other adults.</p> <p>Understanding that living things produce other living things of the same kind.</p> <p>Becoming aware that animal babies grow from eggs inside or outside the body of the mother; understanding that human babies grow from eggs inside the mother's body.</p> <p>Appreciating the importance of other family members and the acceptance of new arrivals.</p> <p>Accepting the fact that parents have their own needs in a family; that parents are husband and wife to each other.</p>



GRADE 1 Scope and Sequence	GRADE 2 Scope and Sequence	GRADE 3 Scope and Sequence
<p>Appreciating the fact that human babies need love, time, and care in order to grow and develop.</p> <p>Becoming aware of one's sex identity through clothing, general appearance, activities, and expectations.</p> <p>Realizing that men and women usually look, sound, and act differently.</p> <p>Appreciating the roles of different members of the family, including the extended family.</p> <p>Appreciating the fact that an egg (ovum) from the mother and a sperm from the father unite to produce a baby.</p> <p>Appreciating the importance of other family members and the acceptance of new arrivals.</p> <p>Accepting the fact that parents have their own needs in a family; that parents are husband and wife to each other.</p> <p>Understanding and learning to use the correct terminology for body parts.</p>	<p>Developing an understanding of the future roles of girls and boys as parents.</p> <p>Appreciating the importance of other family members and the acceptance of new arrivals.</p> <p>Accepting the fact that parents have their own needs in the family; that parents are husband and wife to each other.</p> <p>Understanding and learning to use the correct terminology for body parts.</p>	<p>Recognizing that successful family living embraces love and the sharing of effort and possessions for the common good.</p> <p>Understanding the importance of maintaining cleanliness.</p> <p>Appreciating the fact that girls and boys learn their future roles as mothers and fathers by helping in the home. (Social roles should be emphasized.)</p> <p>Understanding that fertilized eggs (ova) vary in the time needed to produce a new individual.</p> <p>Appreciating that animals vary in the number of offspring produced at a given time and in a lifetime.</p> <p>Understanding and learning to use the correct terminology for body parts.</p> <p>Understanding, at an elementary level, the meaning of friendship.</p>



GRADE 4 Scope and Sequence	GRADE 5 Scope and Sequence	GRADE 6 Scope and Sequence
<p>Recognizing that children of the same family are different from each other.</p> <p>Accepting one's own sex identity.</p> <p>Recognizing that animals vary in the amount of parental care they give to their offspring.</p> <p>Understanding that animals vary in the length of time during which they care for their offspring.</p> <p>Understanding and learning to use the correct terminology for body parts.</p>	<p>Understanding the body changes at the preadolescent period.</p> <p>Becoming aware that puberty initiates the physical changes leading to manhood and womanhood.* (Separate classes for boys and girls, where desirable.)</p> <p>Understanding the influence of environment as a factor which affects growth.</p> <p>Learning to expect and handle intelligently emotional changes which accompany physical changes.</p> <p>Appreciating the importance of hygienic habits during preadolescence.</p> <p>Recognizing that each member of the family is entitled to privacy and respect.</p> <p>Understanding the importance of responsible social behavior consistent with moral and ethical values.</p> <p>Understanding the process of human fertilization, how the unborn baby grows, and how the baby is born.</p> <p>Understanding and learning to use the correct terminology for body parts.</p>	<p>Appreciating the influence of heredity on growth and development.</p> <p>Understanding that during puberty changes occur in the reproductive organs of girls and boys which prepare them eventually for womanhood and manhood. (Separate classes for boys and girls, where desirable.)</p> <p>Understanding that many problems in boy-girl relationships naturally grow out of unevenness in development.</p> <p>Understanding the increased nutritional needs which result from a maturing body.</p> <p>Appreciating the need for a variety of social activities on the part of boys and girls.</p> <p>Understanding wholesome recreational outlets as a means for emotional release in relation to the natural changes that occur in puberty.</p> <p>Continuing to emphasize the importance of responsible social behavior consistent with moral and ethical values.</p> <p>Clarifying understandings relating to the process of human fertilization, how the unborn baby grows, and how the baby is born. (Stress scientific approach.)</p> <p>Understanding and learning to use the correct terminology for body parts.</p>

\* Information in this area is taught in a framework of instruction associated with systems as a whole.

## GRADE 7 Scope and Sequence

Understanding the influence of the endocrine system\* on the appearance, body functions, and mental and emotional behavior of individuals.

Learning appropriate behavior in social activities between boys and girls.

Appreciating the value of wholesome, coeducational activities for developing social maturity.

Understanding the decision-making processes as they affect the family.

Understanding and learning to use the correct terminology for body parts.

## GRADE 8 Scope and Sequence

Understanding at a more advanced level the influence of the endocrine system\* on the appearance, body functions, and mental and emotional behavior of individuals.

Learning to get along in a harmonious fashion with members of one's own and the opposite sex.

Appreciating the depth and significance of "crushes."

Appreciating the need for making personal decisions consistent with appropriate values and a philosophy of life.

Understanding the possible personal and social outcomes as well as the health hazards of indiscriminate relationships in any type of action with those of one's own or opposite sex.

Appreciating that relationships in any type of action require social maturity and involve total responsibility for conditions that result.

Understanding the fact that an individual's characteristics are the product of his heredity and environment.

Understanding and learning to use the correct terminology for body parts.

## GRADE 9 Scope and Sequence

Understanding the social, emotional, and physical factors which make up maturity.

Learning to channel adolescent tensions into a variety of constructive behaviors.

Learning to develop standards of self and mutual regulation in boy-girl relations, including problems of double standards.

Recognizing the need for dispelling misconceptions still existing about sex.

Understanding the value of a variety of social activities and group situations in developing satisfactory interpersonal relationships.

Understanding one's own feelings and role in accepting or challenging the standards of one's peer group.

Understanding and learning to use the correct terminology for body parts.

Learning the resources available for help in meeting problems that may arise (clergy, family advisors, Department of Health, etc.).

\* The endocrine system is taught in a framework of instruction associated with systems as a whole.

\* The endocrine system is taught in a framework of instruction associated with systems as a whole.

GRADE 10* Scope and Sequence	GRADE 11 Scope and Sequence	GRADE 12 Scope and Sequence
<p>Understanding the regulatory function of the endocrine glands.**</p> <p>Increasing the understanding of the reproductive system.**</p> <p>Learning to discern basic qualities in the opposite sex and to appreciate the complementary nature of male and female personalities.</p> <p>Understanding the details of prenatal care for mother and baby.</p> <p>Understanding the purpose of reproduction: for the species, for society, for the family, and for the individual.</p> <p>Understanding the problems and limitations of going steady, becoming engaged, etc., in adolescence.</p> <p>Understanding and learning to use the correct terminology for body parts.</p>	<p>Understanding the requisites of a successful marriage.</p> <p>Understanding courtship and engagement as preparation for marriage.</p> <p>Understanding the origin and values of social conventions and their relation to sex behavior.</p> <p>Understanding family structures in American and different cultures.</p> <p>Learning the resources available for help in maintaining a successful marriage (clergy, family advisors, Department of Health, family agencies, etc.).</p> <p>Understanding and learning to use the correct terminology for body parts.</p>	<p>Understanding the social problems which affect the family. (Teacher recognizes that family patterns differ; therefore, actions differ. Topics must be presented with sensitivity.)</p> <p>Recognizing the need for concern about the human condition and family life in the community, nation, and world.</p> <p>Learning more about the availability of medical, community, and religious agencies for assistance with family planning or marriage counseling, where desired.</p> <p>Understanding the physical and psychological factors in raising children.</p> <p>Recognizing the economic, human, and psychological resources involved in maintaining the home and family life.</p> <p>Understanding and learning to use the correct terminology for body parts.</p>

\* For those students who may leave school at the end of grade 10, it is suggested that the marriage aspects from grades 11-12 be taught in grade 10.

\*\* The reproductive system is taught in a framework of instruction associated with systems as a whole.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

PREKINDERGARTEN

-----  
Concept: Recognizing that curiosity about oneself and others is natural.  
-----

CONTENT

Why children like to look in mirrors.  
Ways all children are the same.  
Ways children may be different from each other.  
Parts of the body and their function:  
    Mouth to eat and talk.  
    Nose to smell.  
    Feet to walk, etc.  
Care of body parts:  
    Comb hair.  
    Brush teeth.  
    Wear shoes.  
    Bathing and toileting, etc.

-----  
Concept: Learning that all animals and people come into the world as babies.  
-----

CONTENT

All life comes from life.  
When people and animals are born, they come into the world as babies, human babies and animal babies.  
Babies develop from an egg (ovum).  
Babies are either male or female.  
Some eggs have shells; some do not.  
Some eggs are very tiny as compared with chicken's eggs.

LEARNING ACTIVITIES

1. Compare differences in appearance of self and buddy.
2. Discuss body functions which are the same for all people; i.e., eating, sleeping, bathing, walking.
3. Have students cover eyes and try to recognize the voice of one classmate.
4. Arrange class in circle and sing to tune of "Here We Go Round the Mulberry Bush," "This Is the Way We Comb Our Hair," "This Is the Way We Brush Our Teeth," "This Is the Way We Wash Our Hands."

LEARNING ACTIVITIES

1. Display pictures (commercially prepared, teacher prepared, children contributed) of parent dog and puppy, parent horse and colt, lion and cub, and adult and baby.
2. Display (in family corner) models (toys) of parent animals and babies in natural habitat. In addition to the human family and mammals, exhibit birds' nests and eggs and fish tank with eggs.
3. Plan a trip to a children's zoo to see new-born baby animals.
4. Cut out pictures of baby animals, under teacher guidance, and post on the class bulletin board.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

PREKINDERGARTEN (CONT'D.)

-----  
Concept: Understanding what parents do to prepare for the birth of offspring.  
-----

CONTENT

Some animals make nests that provide comfort and security for the eggs (ova).  
Some, like fish, drop their eggs into the water, where the eggs (ova) float about without any nest to protect them.  
The eggs of animals are protected by the parents.  
Conditions are made suitable for the birth of an animal's offspring.  
In the case of human beings, mothers usually receive medical assistance.  
People prepare for offspring by:  
    Making arrangements for hospitalization.  
    Obtaining necessary equipment, facilities, and supplies, such as crib, blanket, diapers, special food, and the like.

-----  
Concept: Understanding that animals care for their babies.  
-----

CONTENT

Needs of baby animals:

- Food.
- Shelter.
- Protection from enemies.
- Love.

Roles of mother and father animals in caring for young:  
Sometimes, as with humans, there are one-parent animal families.

Some animal parents (in captivity) have been known to neglect their young (e.g., guppies), or show certain other hostility.

Relationship between needs of young and amount of parental care.

LEARNING ACTIVITIES

1. Have children build nests with strips of paper or drinking straws.
2. Arrange for visitation to other classes in the school that have fish eggs in a tank.
3. Have children speak to their parents regarding arrangements made before they were born and report to the class.
4. Have children collect and mount pictures of babies in beds, buggies, etc.
5. Discuss why mother may go to the hospital for birth of baby sister or brother. (This discussion also keeps child from feeling deserted as a result of the new sibling.)

LEARNING ACTIVITIES

1. Visit the local pet shop.
2. Observe white mice and hamsters kept in classroom cages.
3. Set up classroom aquaria with live-bearing tropical fish and with egg-laying tropical fish.
4. Ask children to describe their own pets at home.
5. View picture books dealing with animals and human mothers, fathers, and children.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

PREKINDERGARTEN (CONT'D.)

Concept: Understanding that our bodies are made up of many parts which have a specific terminology.

Recognizing that the parts of our body differ in appearance and function.

CONTENT

Parts of the body, including sex organs.  
Differences between boys and girls.  
Differences between children and adults.  
Differences between mothers and fathers.

Concept: Understanding that girls always grow into women and boys always grow into men.

LEARNING ACTIVITIES

1. Show pictures of boys and girls and discuss parts.
2. Use full-length mirror in classroom.
3. Look at picture books to discover differences between males and females.

CONTENT

Stages in growth and development:

Baby - child - teenager - grown-up.  
Boys remain boys and grow up to be men.  
Girls remain girls and grow up to be women.  
How appearance changes.  
How responsibilities change.

Why dressing up in older people's clothes is only a game, but growth takes time.

Concept: Learning that baby animals and human babies grow from eggs (ova).

LEARNING ACTIVITIES

1. Draw pictures of boys, girls, men, women, and discuss.
2. Dress up in grown-up clothes and look into mirror to see whether child really looks like adult.
3. In housekeeping corner, act out mothers and fathers taking care of children.

CONTENT

Examples of animals that grow from eggs outside of mother's body, as birds.  
Examples of animals that grow from eggs inside mother's body, as dogs, cats, bunnies.  
Human babies grow from eggs inside the mother's body.

LEARNING ACTIVITIES

1. Show hen's egg and picture of chicken sitting on a nest to hatch.
2. Show goldfish tank with eggs floating in it.
3. Weigh expectant hamster or white mouse weekly and note increase. After babies are born, weigh mother again.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

PREKINDERGARTEN (CONT'D.)

Concept: Appreciating the fact that older family members take care of younger family members, especially babies.

CONTENT

Care which children need from older people, as:  
mothers, fathers, grandparents, foster  
parents, aunts, uncles, older siblings, etc.  
Some families may even be one-parent families.  
Food for babies:  
Adjusted diet before baby has teeth.  
Foods which children eat to grow.  
Clothing for babies and children.  
Shelter and privacy for babies and children.

Concept: Appreciating the importance of other family members and the acceptance of new arrivals.

LEARNING ACTIVITIES

1. Care for baby dolls as older people care for real babies.
2. Discuss at snack time the importance of milk for growth.
3. Discuss the importance to health of wearing warm clothes in cold weather.

CONTENT

Accept home duties in order to share in responsibilities.  
Care for own toys, pets, books, and other possessions.  
Share possessions with other family members.  
Assist in the care of a new arrival.  
Regard the new arrival as a welcome member rather than a threat to one's position in the home.  
Cooperate in making other family members comfortable.  
Assume independent responsibilities for practicing health habits.  
Practice safety habits.  
Accept supervision from older family members (i.e., parent(s), older brothers and sisters, etc.).  
Use talents constructively.

LEARNING ACTIVITIES

1. View the film, "Black Bear Twins," on the approved list of the Bureau of Audio-Visual Aids.
2. Have children role-play assisting mother with care of the baby. Use a doll, diapers, wash basin, blankets, etc.
3. Have children tell what they do at home as family members. Examples include: care of toys; going to bed on time; assisting in the care of the family pet.
4. Refer to the classroom as a home away from home and have children share housekeeping responsibilities.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

PREKINDERGARTEN (CONT'D.)

-----  
Concept: Realizing that men and women marry as a result of love for each other and desire children as an expression of that love.  
-----

CONTENT

Men and women love each other and marry.  
This love is broadened and strengthened by their having children.

LEARNING ACTIVITIES

1. Have children act out a scene at the family dinner table, illustrating the love of parents for each other and their children.
2. View photographs of fathers, mothers, and children engaged in happy situations.
3. Read stories of happy family structures; i.e., "Goldilocks and the Three Bears."

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

KINDERGARTEN

-----  
Concept: Understanding that most kinds of animals, including human beings, begin their lives as eggs (ova).  
-----

CONTENT

Dogs, mice, elephants, cats, snakes, birds, worms, fish, even whales, and all other animals start living as eggs, and so do human beings.  
Some egg cells are very small, almost too little to be seen.  
Each human egg cell is smaller than the tiniest dot the sharpest pencil can make.  
Each egg cell is almost as round as a ball.

LEARNING ACTIVITIES

1. Arrange for children to visit a children's zoo in order to see an incubator with chick eggs.
2. Have children visit a neighborhood fish store to see roe.
3. Arrange for the class to look at a piece of string, a piece of tissue paper, and a dot made on a piece of paper. Then have the children look at each item with the aid of a powerful magnifying glass. Emphasize the fact that some things are so small that the naked eye cannot see them. Just as the pencil dot is small, some eggs are small.
4. Examine seeds and discuss the development of seeds into plants. Point out that seeds become plants under required conditions and eggs become animals.

-----  
Concept: Appreciating the fact that there is a growth process during gestation.  
-----

CONTENT

The growth process varies in length from animal to animal.  
Dogs and cats require a longer growth process than chickens and hamsters.  
The growth process for the elephant is very long. It is much longer than that of the human baby.

LEARNING ACTIVITIES

1. Purchase some tadpoles, mark the date of arrival on a large wall calendar, and have children observe the development of the tadpole.
2. Have children plant seeds and have them observe that growth takes place before the flower or vegetable develops. Compare the development of animals with that of plants.
3. Have children ask their parents about the development of hamsters, guinea pigs, dogs, cats, and elephants. Place responsibility for one animal upon each child. Have children report the results of their interview with parents, discussing the variation in length of time for the gestation period of various animals.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

KINDERGARTEN (CONT'D.)

-----  
Concept: Appreciating the fact that there is a growth process during gestation (cont'd.).  
-----

LEARNING ACTIVITIES

4. Where hamsters, guinea pigs, white mice and rabbits reproduce in the classroom, arrange for children to weigh the animals before and after offsprings are born; compare results.

-----  
Concept: Understanding the physical and social differences between girls and boys.  
-----

LEARNING ACTIVITIES

1. Show children pictures of animals illustrating differences between sexes. Examples include: butterfly - the male is larger and more colorful; frogs - the female has four fingers and the male has a long second digit with a swollen thumb; lion - the male has a bushy mane.
2. Have girls prepare dolls for bed in the housekeeping corner.
3. Develop role-playing situations for emphasizing social differences. Examples include: men repairing the streets; mothers preparing children for school.

Boys and girls differ physically in terms of sex organs. Socially, boys and girls at this age:  
Like companionship of peers.  
Find it difficult to share.  
Are satisfied, at times, to play next to rather than with other children.  
Take pleasure in dramatic play.  
Identify themselves as boys or girls. This  
Play with dolls pretending they are babies. This  
interest is by no means restricted to girls.

-----  
Concept: Understanding and learning to use the correct terminology for body parts.  
-----

LEARNING ACTIVITIES

1. Identify "baby language" when it occurs, and guide children in using correct names.
2. Discuss use of separate bathrooms for boys and girls in school and reasons.
3. Discuss wearing of underwear and reasons.

Names of various body parts.  
Individual privacy in regard to certain body parts.

CONTENT



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

KINDERGARTEN (CONT'D.)

-----  
Concept: Understanding that babies are dependent upon older members of the family or other adults.  
-----

CONTENT

Unlike other animals, babies are dependent upon parents for:

Love.  
Shelter.  
Warmth.  
Nourishment.  
Body needs (bathing, etc.).  
Clothing.  
Medical attention.  
Exercise.  
Fresh air and sunshine.

Young children should not lift or carry babies.

LEARNING ACTIVITIES

1. View the film, "Animals Growing Up," on the approved list of the Bureau of Audio-Visual Aids.
2. Invite a student from the upper grades who is a member of the traffic squad and have him tell the children why his job is important.
3. Arrange for girls to dramatize the washing and dressing of dolls.
4. Talk about what older members of the family do daily to make baby brothers or sisters comfortable.
5. Have children who have younger brothers and sisters tell the class how these younger children are unable to do things the older children can do.
6. Have children observe mother animals nursing new-born babies in the classroom. Have children note how soon infant rabbits, hamsters, guinea pigs are able to eat adult animal food. Ask children, "Do mothers nurse their babies? What is a bottle?"

-----  
Concept: Understanding that living things produce other living things of the same kind.  
-----

CONTENT

Robin eggs when hatched produce robins.  
Turtle eggs develop into turtles.  
Bean seeds grow into bean plants.  
Human eggs produce human babies.  
Living things begin as babies.

LEARNING ACTIVITIES

1. Plant seeds like lemon, or orange, or soaked lima beans, or fresh peas. Observe growing plants. Break open lima beans to show embryo plant, stored food, and protective coat of seed.
2. Look at picture books to discover other types of eggs (reptile, frog, duck, swan, etc.).
3. In spring of year, obtain frog or salamander eggs from local stream and park lakes and hatch in classroom aquaria.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

KINDERGARTEN (CONT'D.)

-----  
Concept: Understanding that living things produce other living things of the same kind (cont'd.)  
-----

CONTENT

LEARNING ACTIVITIES

4. Show films, "Summer on the Farm " and "Birds of the Dooryard," on the approved list of the Bureau of Audio-Visual Aids.
5. Use record, "The Carrot Seed," on the approved list of the Bureau of Audio-Visual Aids. Then plant vegetable seeds allowing some to develop until seeds form again. If outdoor garden is not available, plant miniature vegetable seeds in window boxes or pots.

-----  
Concept: Becoming aware that animal babies grow from eggs (ova) inside or outside the body of the mother; understanding that human babies grow from eggs inside the mother's body.  
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CONTENT

LEARNING ACTIVITIES

1. Watch class goldfish tank to see whether fish have laid eggs; watch for hatching.
2. Draw dot with pencil and compare it with size of human egg (ovum).
3. Have children recall their experiences when mother went to the hospital for the birth of a baby.

-----  
Concept: Appreciating the importance of other family members and the acceptance of new arrivals.  
-----

CONTENT

LEARNING ACTIVITIES

1. Have a child whose family has had a recent addition describe changes in the home that were necessary, including the responsibilities of the child himself.

-----  
Accept home duties in order to share responsibilities.  
Care for own possessions and those of others.  
-----

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

KINDERGARTEN (CONT'D.)

-----  
Concept: Appreciating the importance of other family members and the acceptance of new arrivals (cont'd.).  
-----

CONTENT

Accept the new arrival with love, tenderness, and care.  
Assume independent responsibilities.  
Respond to adult supervision.  
Recognize need to share love and attention of parents, relatives, and friends with new arrival.  
Recognize the need to share home and some belongings with new arrival.

-----  
Concept: Accepting the fact that parents have their own needs in a family; that parents are husband and wife to each other.  
-----

LEARNING ACTIVITIES

2. Arrange for the class to welcome additions to the class (new admissions) as additions to the class family.
3. Have the children review class safety rules in order to understand the role of adults in supervision.
4. Plan to have children discuss pleasant occasions involving siblings. Examples include: brothers and sisters visiting the beach or amusement park.

CONTENT

Both grown-ups and children have the same basic needs but there are differences because of ages.

Food.  
Clothing.  
Time to work.  
Time with others.  
Privacy.  
Love for others.  
Sleep.  
Fresh air.  
Friends.  
Recreation.

LEARNING ACTIVITIES

1. Discuss the importance of good behavior when children have to stay with a grandmother or babysitter.
2. Discuss some of the places parents might have to go when they are not with their children.
3. Play-act leaving child at school while parent goes to work.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ONE

-----  
Concept: Appreciating the fact that human babies need love, time, and care in order to grow and develop.  
-----

CONTENT

In order to grow and be happy, healthy and contented,  
human babies require:  
    Parental love, care, and affection.  
    Proper nourishment.  
    Attention to toilet needs.  
    Suitable clothing.  
    Planned periods of rest and activity.  
    Medical care.  
    Protection.

-----  
Concept: Becoming aware of one's sex identity through clothing, general appearance, activities, and expectations.  
-----

CONTENT

Re girls:  
They may choose between wearing dresses or slacks.  
They may wear ribbons.  
They give attention to hair style.  
They sometimes play with girls, though their  
interest is by no means restricted to girls.  
They usually play with dolls and engage in house-  
keeping activities and sewing.

Re boys:  
They wear pants.  
They sometimes play with boys, though their inter-  
est is by no means restricted to boys.  
They are generally very active, almost in constant  
motion.

LEARNING ACTIVITIES

1. View the film, "Baby Animals," on the approved list of the Bureau of Audio-Visual Aids and compare parental care of animals with human babies.
2. Show that a "piggy-back" ride by an older child is just as much a gesture of love as singing to an infant.
3. Have children bring to class pictures that demonstrate parental love. Examples include: visits to the doctor, family activities, etc.
4. Have children draw pictures using the theme, "A Happy Family " or "The Family's Good Time."

LEARNING ACTIVITIES

1. Have children "dress" for a class party. Compliment boys and girls for their attire.
2. Arrange for boys and girls to have a voice in the selection of activities for the physical activities period.
3. Visit a neighborhood clothing store and report on the types of clothing displayed for boys and girls in accordance with the season.
4. Make drawings of children active in the house-keeping corner.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

## GRADE ONE (CONT'D.)

-----  
Concept: Realizing that men and women usually look, sound, and act differently.  
-----

## CONTENT

Differences in physical appearance of men and women.  
Differences in sounds of men and women: voice, footsteps.  
Differences in personality of men and women.  
Differences in actions of men and women.  
Differences in interests, clothing. }  
Kinds of work men usually do. } Changing or overlapping  
Kinds of work women usually do. } roles in the family.

-----  
Concept: Appreciating the roles of different members of the family, including the extended family.  
-----

## LEARNING ACTIVITIES

1. Talking about kinds of work men do and women do.
2. Play-act sounds and conversation of men and/or women talking in play house.

## CONTENT

How each family member helps the family who lives in your house.  
Role in family. (This may differ where both parents work or the family is a one-parent family.)  
Household tasks.  
Discipline.  
Responsibilities in and out of home.  
Getting along with each other.

-----  
Concept: Appreciating the fact that an egg (ovum) from the mother and a sperm from the father unite to produce a baby.  
-----

## CONTENT

The mother has eggs inside her body.  
The father has sperm inside his body.  
When a sperm joins with an egg, the egg can grow into a baby.

## LEARNING ACTIVITIES

1. Use model of a hen to show ovary and production of eggs inside mother's body.
2. Use example of hen's eggs bought for food to show that eggs do not develop into chicks without something added by the rooster.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

## GRADE ONE (CONT'D.)

-----  
Concept: Appreciating the fact that a fertilized egg (ovum) from the mother and a sperm from the father are needed to produce a baby (cont'd.).  
-----

## CONTENT

## LEARNING ACTIVITIES

3. Obtain fertile eggs and incubate in classroom for 21 days, if possible.
4. Show photographs in The Wonderful Egg by G.W. Schloat, New York: Charles Scribner's Sons.

-----  
Concept: Appreciating the importance of other family members and the acceptance of new arrivals.  
-----

## CONTENT

## LEARNING ACTIVITIES

1. View the film, "Children at Work and Play," on the approved list of the Bureau of Audio-Visual Aids.
2. Emphasize that sharing of books, paint brushes, and the like in class is done for everyone's welfare.
3. Arrange a "Big Brother or Big Sister Day" for the child whose family has a new arrival. Include in the celebration the responsibilities of the older child.
4. Have children draw pictures illustrating the older child and his baby brother or sister.

-----  
Concept: Accepting the fact that parents have their own needs in a family; that parents are husband and wife to each other.  
-----

## CONTENT

## LEARNING ACTIVITIES

- Both grown-ups and children have the same basic needs but there are differences because of age.
1. Use hand puppets to role-play grown-up conversation.
  2. Discuss need of grown-ups for privacy; i.e., knocking on bedroom door, or not walking past curtain across room.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ONE (CONT'D.)

-----  
Concept: Accepting the fact that parents have their own needs in a family; that parents are husband and wife to each other (cont'd.).  
-----

CONTENT

- Food.
- Clothing.
- Time to work.
- Time with each other as well as others.
- Privacy.
- Love for others.
- Sleep.
- Recreation.
- Fresh air.
- Friends.

-----  
Concept: Understanding and learning to use the correct terminology for body parts.  
-----

CONTENT

Names of parts and their functions.

LEARNING ACTIVITIES

- 3. Play telephone and as "grown-ups" call each other.

LEARNING ACTIVITIES

- 1. Teach children the correct terminology if they use "baby" terms.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TWO

Concept: Developing an understanding of the future roles of girls and boys as parents.

CONTENT

Recognize that mothers and fathers function for the common good of the family.  
Appreciate the roles of mothers and fathers in terms of:

- A home for the family.
- The provision of food.
- The provision of clothing.
- Care and love for all.
- Educational opportunities.
- Medical care.
- Cultural activities (theatre, museum, etc.).
- Leisure-time pursuits.
- Concern for others.
- Homemaking tasks - housekeeping, shopping, laundry, etc.
- Mutual respect.
- Safety.
- Supervision.

Concept: Appreciating the importance of other family members and the acceptance of new arrivals.

CONTENT

Cooperate in home responsibilities.  
Share possessions with other family members.  
Accept supervision from older family members graciously.  
Accept new arrival with love and affection.  
Share in the care and attention of new arrival.

LEARNING ACTIVITIES

1. Develop role-playing situations demonstrating conflicts between parents and children and follow the role-playing with class discussion.
2. Have the class develop a cooperative picture book. One half of the book will illustrate things fathers do and the other half things mothers do.
3. Permit children to visit classes of the lower grades with the book described above in order to present information to younger children, thus reinforcing their own knowledge.
4. View the film, "Appreciating Our Parents," on the approved list of the Bureau of Audio-Visual Aids.

LEARNING ACTIVITIES

1. View the film, "Let's Play Fair," on the approved list of the Bureau of Audio-Visual Aids.
2. Have the class invite prekindergarten children to class for a story period, and have the older children act as hosts and hostesses for the younger children.
3. Plan a role-playing situation using a doll as the baby, and designate children to serve as parents, older children (helpers), etc.
4. Have children cut out pictures from magazines illustrating care and attention of new arrivals. Have children interpret the pictures.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TWO (CONT'D.)

-----  
Concept: Accepting the fact that parents have their own needs in the family; that parents are husband and wife to each other.  
-----

CONTENT

Parents' special needs:  
Being with each other.  
Having privacy.  
Watching adult TV programs.  
Having time away from children.

LEARNING ACTIVITY

1. Discuss need for sharing use of the TV so that adults are able to watch their favorite programs.
2. List things second graders can do in caring for younger brothers and sisters.
3. Tell experiences in staying with grandmothers or other adults when parents had to leave their children.

-----  
Concept: Understanding and learning to use the correct terminology for body parts.  
-----

CONTENT

1. Use correct terms when bathing dolls.
2. Use correct terms when answering questions children may ask.

LEARNING ACTIVITY



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE THREE

-----  
Concept: Recognizing that successful family living embraces love and the sharing of effort and possessions  
for the common good.  
-----

CONTENT

Sharing of personal belongings, family property and family experiences.  
Understanding family finances.  
Learning the use of money.  
Shopping experiences.

LEARNING ACTIVITIES

1. Develop situations for sharing in the classroom (paint materials, library books, etc.), and compare the classroom family to the family at home.
2. Show how committees serve the common good. (Care of class pet, etc.) Everyone enjoys the pleasure of the class pet. Compare this with pets and other items at home.
3. Plan a class party. Show that by sharing, the party can be made possible. Relate this to family sharing.
4. Arrange for all children having a birthday in a certain week to celebrate the day in class in order to emphasize sharing an experience with others. Designate responsibilities to members of the class to reinforce doing for others.

-----  
Concept: Understanding the importance of maintaining cleanliness.  
-----

CONTENT

Cleanliness contributes to good looks and comfort.  
Cleanliness keeps the skin healthy and protects against body odor.  
Cleanliness enhances one's personality.

LEARNING ACTIVITIES

1. Show the children a large picture of an unkempt child. Have them tell the class why they would not want this child as a friend. Emphasize that the child's appearance is not caused by poverty.
2. Have the children prepare an assembly program on the value of good grooming.
3. Have the children develop a good grooming and cleanliness bulletin board for the school corridor bulletin board.
4. Invite the nurse to the class to discuss cleanliness and grooming.

CONTENT AND LEARNING  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE THREE (CONT'D.)

Concept: Appreciating the fact that girls and boys learn their future roles as mothers and fathers by helping in the home. (Social roles should be emphasized.)

LEARNING ACTIVITIES

1. Practice housekeeping tasks in housekeeping corner.
2. List the ways third graders can help their parents.
3. Make gifts which children can give to family members on birthdays. Examples: cover coffee can with Contact as storage box.

CONTENT

Ways boys and girls can help their parents: going to the store, taking out garbage, emptying waste baskets, putting away their own things, playing with the baby, etc.

Concept: Understanding that fertilized eggs (ova) vary in the time needed to produce a new individual.

LEARNING ACTIVITIES

1. Discuss the length of time for the egg of a chicken to develop.
2. Compare the time needed to produce a baby white mouse, hamster, elephant, and human baby.
3. Discuss the length of time for the human baby to be born in terms of seasons (spring, summer, fall, winter).

CONTENT

Some fertilized eggs develop for a short time before they are fully formed and ready for coming into the world.  
Some fertilized eggs develop for a long time before they are fully formed and ready for coming into the world (including humans).

Concept: Appreciating that animals vary in the number of offspring produced at a given time and in a lifetime.

LEARNING ACTIVITIES

1. Have children tell about pet litters (dogs and cats).
2. Visit the local zoo in springtime.
3. Have children tell about babies born in their own families.
4. Ask children to tell about birds' eggs and chicken eggs.
5. Read books dealing with animal litters.
6. View films, "Birds in Your Backyard," and "Live Colorful Birds," on the approved list of the Bureau

CONTENT

Some animal mothers have many babies at one time.  
Some animal mothers have only a few babies at a time.  
Human mothers usually have only one baby at a time.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE THREE (CONT'D.)

-----  
Concept: Understanding and learning to use the correct terminology for body parts.  
-----

CONTENT

LEARNING ACTIVITIES

1. In discussing new work, use and teach correct terminology.
2. When children ask questions using unacceptable terms, answer these questions using the correct terminology.
3. Encourage students to use correct terminology at all times.

-----  
Concept: Understanding at an elementary level the meaning of friendship.  
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CONTENT

Qualities of true friendship.  
Values of true friendship.  
Extent to which friendships should govern actions.

LEARNING ACTIVITIES

1. Have students discuss "Why I Chose \_\_\_\_\_ (Name)  
as My Best Friend."
2. Discuss the boundaries of friendship and why lying and stealing even to benefit a friend are not acceptable.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FOUR

-----  
Concept: Recognizing that children of the same family are different from each other.  
-----

CONTENT

Children of the same family differ in:

Body build, height, weight, and appearance.  
Rate of growth.  
Health habits.  
Health.  
Intelligence.  
Ability.  
Personality.  
Social attributes.  
Aspirations.  
Desire for independence.  
Maturity.  
Ways of expressing pent-up emotions.  
Language.  
Neuromuscular competency.  
Interest.  
Character.

-----  
Concept: Accepting one's own sex identity.  
-----

CONTENT

Accepting the fact that one is a male or female.  
Improving one's appearance through  
good grooming.  
Developing masculine or feminine interests.

LEARNING ACTIVITIES

1. If there is a set of twins in class or if children know of twins, have them realize that even twins differ as personalities.
2. Have some children bring to class family pictures or snapshots and have these children describe differences in size, personality, interests, etc., to the rest of the class.
3. View the film, "Black Bear Twins," in the approved list of the Bureau of Audio-Visual Aids.

LEARNING ACTIVITIES

1. Encourage and develop the social amenities. A boy brings a chair for a guest who enters the room. Girls serve the guest who comes to a class party.
2. View the film "Are Manners Important?" on the approved list of the Bureau of Audio-Visual Aids.
3. Discuss the development of hobbies suitable for boys or girls.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FOUR (CONT'D.)

-----  
Concept: Recognizing that animals vary in the amount of parental care they give to their offspring.  
-----

CONTENT

Some animal parents take just a little care of their offspring.  
Some animal parents take much care of their offspring.  
Human parents take most care of their children.

-----  
Concept: Understanding that animals vary in the length of time during which they care for their offspring.  
-----

LEARNING ACTIVITIES

1. Have children relate experiences with dogs and cats and other pets.
2. Encourage children to discuss human babies and their care.

CONTENT

Some animal parents take care of their offspring for only a short time.  
Some animal parents take care of their offspring for a long time.  
Human parents take care of their children for the longest time.

-----  
Concept: Understanding and learning to use the correct terminology for body parts.  
-----

LEARNING ACTIVITIES

1. Ask children to relate farm or zoo experiences.
2. Show films, "Stickleback," and "Life History of the Frog," on the approved list of the Bureau of Audio-Visual Aids.

CONTENT

1. In discussing new work, use and teach correct terminology.
2. When children ask questions using unacceptable terms, answer these questions using the correct terminology.
3. Encourage students to use correct terminology at all times.

LEARNING ACTIVITIES

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FIVE

Concept: Understanding the body changes at the preadolescent period.

CONTENT

Individuals vary in the rate of growth. This is no reflection on one's femininity or masculinity. Changes are occurring in the male and female reproductive systems, though at this age there are no outward signs.

Girls are at the onset of menstruation.

Boys are at the onset of nocturnal emissions.

Note re following entry:

Materials of this type are good for parent workshops.

The following behavioral manifestations are sometimes evident among individual children:

General misbehavior.

Rebellion against adults; quarreling.

Sloppy appearance and work habits.

Tendency to tease.

Dallying and lateness.

Lack of attention.

Inability to remain still for long.

Lack of attention to grooming.

Concept: Becoming aware that puberty initiates the physical changes leading to manhood and womanhood. (Separate classes for boys and girls, where desirable. Information in this area is taught in a framework of instruction associated with systems as a whole.)

CONTENT

The onset of puberty varies with individuals. The major change which takes place at puberty is in the gonads themselves.

LEARNING ACTIVITIES

1. Review body changes in the animal world: the cocoon and the insect; the tadpole and the frog.
2. Have children make personal graphs on growth. Provide the height and weight information from the health cards.
3. View the film, "Growing Girls," on the approved list of the Bureau of Audio-Visual Aids. (For girls)
4. Invite the school doctor to discuss the physical changes in approaching puberty.

LEARNING ACTIVITIES

1. Have children describe to the class changes noted in older brothers and sisters. Boys' voices become deeper and they shave. Although a girl may be the same height as last year, last year's dress does not fit.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

## GRADE FIVE (CONT'D.)

-----  
Concept: Becoming aware that puberty initiates the physical changes leading to manhood and womanhood. (Separate classes for boys and girls, where desirable. Information in this area is taught in a framework of instruction associated with systems as a whole.)(cont'd.)  
-----

## CONTENT

The testes begin to produce the male germ cells, or sperm.  
The ovaries begin to produce the female germ cells, or eggs.  
Voice becomes deeper in boys; body fills out; shoulders and chest broaden; beard begins to grow.  
The girl's body rounds out; hips become broader; breasts develop; menstruation begins; hair appears under the arms and in the pubic region.  
Girls reach puberty sooner than boys.  
The endocrine glands play an important role in pubertal changes.  
Changes occur in the sweat and oil glands.

-----  
Concept: Understanding the influence of environment as a factor which affects growth.  
-----

## LEARNING ACTIVITIES

2. View the films, "Boy to Man," "Girl to Woman," "Molly Grows Up," on the approved list of the Bureau of Audio-Visual Aids.
3. Read the chapter, "Becoming an Adult," in The Wonderful Story of You (Benjamin C. Gruenberg and Sidonie M. Gruenberg, Garden City, N.Y.: Garden City Books, 1960) and hold a class discussion.

## CONTENT

Environmental factors which play a part in determining the lines along which one grows and develops include:  
Living conditions.  
Health habits.  
Effects of illness.  
Nutrition.  
Outdoor exercise.  
Sleep.

## LEARNING ACTIVITIES

1. Integrate with other curriculum areas such as social studies by referring to lack of nourishment in children of other countries and the effect on growth and longevity.
2. Have boys and girls do research on the training habits of athletes and report. (Older brothers, friends, etc., who may be college athletes or professional athletes.)
3. Have an alumnus, a junior or senior high school athlete, known to most of the children, speak to them on the value of outdoor exercise.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FIVE (CONT'D.)

-----  
Concept: Understanding the influence of environment as a factor which affects growth (cont'd.).  
-----

CONTENT

LEARNING ACTIVITIES

4. Have boys and girls select activities such as push-ups (for boys) or sit-ups (for girls) and record their scores. Guided by the health coordinator, set up a physical fitness training program. Retest after two months and show the effect of exercise, training, etc., on growth.

-----  
Concept: Learning to expect and handle intelligently emotional changes which accompany physical changes.  
-----

CONTENT

LEARNING ACTIVITIES

1. Show how famous people were exceptional in one area but may not have been in another. (For example, Heifetz is a violinist, not an athlete; Pearl Buck is a writer, not a singer.)
2. Show how adults recognize their limits: the teacher who knows she cannot be a surgeon. Relate to recognition of limits by children. Have pupils interview adults and report.
3. Have a panel discussion on how to handle emotional outbursts.
4. Have children write a composition on the topic, "How I Can Control My Temper."

-----  
Concept: Appreciating the importance of hygienic habits during preadolescence.  
-----

CONTENT

LEARNING ACTIVITIES

For some boys and girls, preadolescence is a period of disorganization.

1. View the film, "Cleanliness and Health," on the approved list of the Bureau of Audio-Visual Aids.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FIVE (CONT'D.)

-----  
Concept: Appreciating the importance of hygienic habits during preadolescence (cont'd.)  
-----

CONTENT

A preadolescent may rebel at bedtime, at keeping clean, at wearing the kind of clothes a parent regards as suitable.  
Scolding or nagging an adolescent may make matters worse.  
Warmth, affection, and understanding by parents and teachers will give stability to the preadolescent.  
Support from adults will help him pass through the difficult years of preadolescence without too much strain or difficulty.

-----  
Concept: Recognizing that each member of the family is entitled to privacy and respect.  
-----

CONTENT

Why acceptance and respect are important to every person.  
Functions which are considered private: bathing, dressing, etc.  
How children respect their parents' privacy:  
knocking at closed doors, not interrupting telephone conversation, etc.  
How parents respect their children's privacy:  
not opening mail, allowing them to speak to friends without interference, etc.

LEARNING ACTIVITIES

2. Invite the nurse to discuss acne and skin care with the class.
3. Have panel discussions on topics such as "Is a Good Night's Sleep Necessary?", "Why Is Cleanliness Important?" (Include body odor in the questions asked of the panel.)

LEARNING ACTIVITIES

1. Discuss ways in which children respect the privacy of other family members.
2. Have students role-play situations in which the love shared in a family becomes apparent; e.g., How a Family Celebrates a Birthday Together.
3. Have a panel discussion on the topic, "Can a 10-Year-Old Both Rebel Against and Respect the Older Generation?"

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FIVE (CONT'D.)

-----  
Concept: Understanding the importance of responsible social behavior consistent with moral and ethical values.  
Understanding the process of human fertilization, how the unborn baby grows, and how the baby is born.  
-----

CONTENT

Importance of moral and ethical values as aspects of healthy social behavior.  
Human life begins when the sperm cells of the father and the egg cells of the mother unite.

This union is referred to as fertilization.

For fertilization to take place and a baby to begin growing, the sperm cell must come into direct contact with the egg cell.

Although fertilization takes place in one of the Fallopian tubes, the fertilized egg cell soon moves into the uterus, where it embeds itself in the thick, soft lining.

Cell division takes place.

Tissues, organs and systems develop.

The developing baby moves from the embryo to fetus stage.

Amnion sac protects the baby from jars and jolts.

The umbilical cord is the supply line for nourishment from the placenta of the mother to the baby.

As the months pass, the mother's uterus keeps stretching to accommodate the growing baby.

A full-term pregnancy lasts about 280 days or approximately nine months.

When the time comes for the baby to be born, muscles in the mother's body begin expelling the infant from the uterus, through the vagina.

At the first sign of labor pains, mothers in this city usually get medical help (go to hospital or call doctor).

Toward the end of pregnancy, most babies are lying head down in the uterus.

LEARNING ACTIVITIES

1. Have students list the reasons for good behavior which appeal to them most.
2. View the filmstrip, "Human Reproduction," on the approved list of the Bureau of Audio-Visual Aids.
3. Install a question box in which students should be encouraged to place questions they would like the class to consider. Teacher should screen these questions. A panel of students could be set up to do research on selected questions.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE FIVE (CONT'D.)

-----  
Concept: Understanding the importance of responsible social behavior consistent with moral and ethical values.  
Understanding the process of human fertilization, how the unborn baby grows, and how the baby is born  
(cont'd.).  
-----

CONTENT

The head usually emerges first.  
Once the delivery is completed, the umbilical  
cord is tied and severed.  
The sac and the placenta are then expelled.

-----  
Concept: Understanding and learning to use the correct terminology for body parts.  
-----

CONTENT

- 
- LEARNING ACTIVITIES
1. In discussing new work, use and teach correct terminology.
  2. When children ask questions using unacceptable terms, answer these questions using the correct terminology.
  3. Encourage students to use correct terminology at all times.
- 

LEARNING ACTIVITIES

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SIX

Concept: Appreciating the influence of heredity on growth and development.

CONTENT

Generally speaking, differences in body build and in the rate of growth of healthy boys and girls mean that their inherited patterns of growth are different.

Types of body build range from short, stocky to tall, slim.

Children belonging to each type have their own pattern of growth.

Short, stocky boys and girls do not grow in the same manner as tall, slim boys and girls.

Each child has his own channel or way of growing and his own schedule of growth.

Each keeps to his own channel unless illness, lack of proper food, or some other condition makes him wander into some other channel.

He returns to his own channel as soon as the condition which was interfering with his normal way of growing is corrected.

The genes, arranged along the chromosomes much as beads are strung on a string, are the carriers of hereditary traits.

Concept: Understanding that during puberty changes occur in the reproductive organs of girls and boys which prepare them eventually for womanhood and manhood. (Separate classes for boys and girls, where desirable.)

CONTENT

Re boys:

Development of the male reproductive organs.  
Spermatozoa.

Nocturnal emissions.

Re girls:

Development of female reproductive organs.  
Ova.

LEARNING ACTIVITIES

1. Show pictures of dogs and other animals demonstrating the range in characteristics.
2. Have pupils bring to class pictures of their parents and grandparents when they were young in order to show familial resemblances.
3. View the film, "Heredity and Environment," on the approved list of the Bureau of Audio-Visual Aids.
4. Assign children the task of developing a family tree - going back two or three generations, tracing height and weight. (Use with caution in order not to embarrass child.)

LEARNING ACTIVITIES

1. View the film, "Girl to Woman," on the approved list of the Bureau of Audio-Visual Aids.
2. View transparencies, "Human Reproductive System," on the approved list of the Bureau of Audio-Visual Aids.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

## GRADE SIX (CONT'D.)

-----  
Concept: Understanding that during puberty changes occur in the reproductive organs of girls and boys which prepare them eventually for womanhood and manhood. (Separate classes for boys and girls, where desirable.) (cont'd.)  
-----

## CONTENT

Menstruation.  
Relation of ovulation to menstruation.  
Menstrual hygiene.  
Dysmenorrhea (painful menstruation).  
Amenorrhea (absence of menstruation).

-----  
Concept: Understanding that many problems in boy-girl relationships naturally grow out of unevenness in development.  
-----

## CONTENT

Meaning of puberty (maturity from biological point of view; true maturity--social, emotional, economic, etc.--comes later.)  
Girls get an earlier start toward maturing than boys.  
Boys who are not popular with the girls they know are faced with the choice of trying to take younger girls to social activities or pretending that girls are not important.  
Problems arise because young people are grouped in school, for the most part, on the basis of chronological age. Consequently, there may be wide differences in physical, emotional, and social development among pupils in the same class.

## LEARNING ACTIVITIES

3. Have pupils submit questions in writing in order to overcome the embarrassment barrier these questions may cause. Selected questions may be answered by the teacher or guest speaker; others may be answered privately.
4. After a number of lessons, have pupils write on a sheet of paper "Questions I Still Would Like to Have Answered." Use these as a basis for future lessons.

## LEARNING ACTIVITIES

1. Show through height and weight charts that there are differences in height and weight among boys and differences among girls.
2. Arrange for pupils to participate in a panel discussion on the topic, "Are Girls Superior to Boys Because They Mature Earlier?" The purpose of this discussion is to dispel the notion that girls are inclined to look down on boys.
3. Have the children list their five chief interests. After a summary has been compiled, explain that the emphasis of the girls on socializing aspects is due to unevenness in development.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SIX (CONT'D.)

Concept: Understanding the increased nutritional needs which result from a maturing body.

CONTENT

The body's nutritional needs.  
Foods which contribute to nutritional requirements.  
(Be aware of cultural preferences in food.)  
Difference between minimum daily requirements and optimum daily requirements.  
Planning an optimum diet.  
Avoiding "empty" calories.  
Planning nutritious snacks.

Concept: Appreciating the need for a variety of social activities on the part of boys and girls.

CONTENT

Understanding the qualities which attract friends.  
Learning to make conversation and to listen.  
Making friends by working together in school and out-side activities.  
Developing skills in games, dancing, swimming, etc., as an aid to making friends.  
Getting along with friends.

Concept: Understanding wholesome recreational outlets as a means for emotional release in relation to the natural changes that occur in puberty.

CONTENT

Participation in consuming activities with a view toward achieving emotional release. Such activities might be:

LEARNING ACTIVITIES

1. Use graphs to show contributions of certain key foods to nutritional requirements of body.
2. Plan well-balanced meals for a school-age child. Work with home economics teacher to have children prepare these meals.
3. Plan, prepare, and serve nutritious after-school snacks.

LEARNING ACTIVITIES

1. Show and discuss film which portrays qualities of friendship. Example: "Are You Popular?"
2. Role-play good manners in use of telephone.
3. Discuss desirable and undesirable qualities for building friendships.

LEARNING ACTIVITIES

1. Plan a series of wholesome culminating physical education activities for the class. Draw upon the resources of the district health education counselor. Make it a balanced program involving the dance, games, and sports.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

## GRADE SIX (CONT'D.)

-----  
Concept: Understanding wholesome recreational outlets as a means for emotional release in relation to the natural changes that occur in puberty (cont'd.).  
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## CONTENT

Sports.  
Hobbies.  
Picnics.  
Hikes.  
Theatre.  
Etc.

(Schools should be aware of free community facilities.)

Concept: Continuing to emphasize the importance of responsible social behavior consistent with moral and ethical values.

## LEARNING ACTIVITIES

2. Arrange for a panel discussion on the topic, "Recreational Outlets as a Means for Emotional Release."
3. Have children assist in planning trips such as a field day or trip to a theatre.
4. Devote one or two periods per week to individual hobbies. Encourage the development of hobbies.

## CONTENT

Ways in which one's actions affect others.  
Importance of moral and ethical values as aspects of healthy social behavior.

Concept: Clarifying understandings relating to the process of human fertilization, how the unborn baby grows, and how the baby is born. (Stress scientific approach.)

## LEARNING ACTIVITIES

1. Provide a quiz based on material taught by the teacher in Grade 5. Explain that the quiz is purely for inventory purposes.
2. Plan lessons based on the analysis of the quiz.

## CONTENT

Human life begins when the sperm cells of the father and the egg cells of the mother unite.

This union is referred to as fertilization.  
For fertilization to take place and a baby to begin growing, the sperm cell must come into direct contact with the egg cell.

## LEARNING ACTIVITIES

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SIX (CONT'D.)

-----  
Concept: Clarifying understandings relating to the process of human fertilization, how the unborn baby grows,  
and how the baby is born. (Stress scientific approach.) (cont'd.)  
-----

CONTENT

Although fertilization takes place in one of the Fallopian tubes, the fertilized egg cell soon moves into the uterus, where it embeds itself in the thick, soft lining.

Cell division takes place.

Tissues, organs and systems develop.

The developing baby moves from the embryo to fetus stage.

Amnion sac protects the baby from jars and jolts.

The umbilical cord is the supply line for nourishment from the placenta of the mother to the baby.

As the months pass, the mother's uterus keeps stretching to accommodate the growing baby.

A full-term pregnancy lasts about 280 days or approximately nine months.

When the time comes for the baby to be born, muscles in the mother's body begin expelling the infant from the uterus, through the vagina.

At the first sign of labor pains, mothers in this city usually get medical help (go to hospital or call doctor).

Toward the end of pregnancy, most babies are lying head down in the uterus.

The head usually emerges first.

Once the delivery is completed, the umbilical cord is tied and severed.

The sac and the placenta are then expelled.

LEARNING ACTIVITIES

3. View slides, "How Babies Are Made," on the approved list of the Bureau of Audio-Visual Aids.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SIX (CONT'D.)

-----  
Concept: Understanding and learning to use the correct terminology for body parts.  
-----

CONTENT

LEARNING ACTIVITIES

1. In discussing new work, use and teach correct terminology.
2. When children ask questions using unacceptable terms, answer these questions using the correct terminology.
3. Encourage students to use correct terminology at all times.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SEVEN

-----  
Concept: Understanding the influence of the endocrine system on the appearance, body functions, and mental and emotional behavior of individuals. (The endocrine system is taught in a framework of instruction associated with systems as a whole.)  
-----

CONTENT

Endocrine glands secrete chemical substances called hormones which regulate body activities.

The endocrine glands include:

- Pituitary.
- Adrenal.
- Thyroid and parathyroids.
- Pancreas.
- Gonads.

The pituitary is the master gland upon whose activity the function of most of the other endocrine glands depend.

It controls the growth of the skeleton.

It regulates the work of the other endocrine glands.

The hormone of the adrenal gland heightens and prolongs the effect of the sympathetic impulses in situations which call for sudden bursts of energy.

It is responsible for an increase of the heartbeat.

It causes the respiratory rate to be stepped up.

It slows down the digestive operation.

It causes blood vessels to tighten up.

It relieves congestion of the nose, throat, and eyes in hay fever.

It is a powerful heart stimulant.

The thyroid gland secretes thyroxin which regulates metabolic activity.

Underactivity of the thyroid causes hyperthyroidism.

The person lacks energy to do things.

He becomes fat and sluggish.

Overactivity of the thyroid gland causes hyperthyroidism.

LEARNING ACTIVITIES

1. Have pupils with art ability develop charts of the endocrine glands to be used as teaching aids.
2. View the film, "Human Reproduction," on the approved list of the Bureau of Audio-Visual Aids.
3. Have individual pupils and committees read and report on the effects of the endocrine glands on the appearance of individuals. Use the school or outside library for available literature.
4. Have pupils develop (using a notebook) a Science and Family Living Dictionary to include meanings of technical terms, as endocrine glands. This can be a valuable pupil reference.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SEVEN (CONT'D.)

-----  
Concept: Understanding the influence of the endocrine system on the appearance, body functions, and mental and emotional behavior of individuals. (The endocrine system is taught in a framework of instruction associated with systems as a whole.) (Cont'd.)  
-----

CONTENT

The person who suffers from an overactive thyroid condition has tremendously speeded up chemical processes of the body.

He suffers excessive loss of weight, marked restlessness or agitation.

The thyroid gland is usually enlarged.

The eyes are protruded.

The parathyroid glands secrete a hormone called parathormone which keeps the calcium content of the blood at the normal level.

Tetany (painful spasms of the muscles) results if the parathyroids do not secrete enough parathormone.

The pancreas gland secretes a hormone called insulin which aids the body cells in oxidizing glucose (sugar) to produce heat and energy.

An insufficient secretion of insulin causes diabetes.

The gonads are the sex glands.

The male gonads, or testes, produce the male germ cells, or sperm, and secrete the hormone testosterone under whose influence the boy becomes a man.

The female gonads, or ovaries, produce the female germ cells, or eggs (ova), and secrete the hormones estrogen and progesterone under whose influence the girl becomes a woman.

LEARNING ACTIVITIES

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SEVEN (CONT'D.)

-----  
Concept: Learning appropriate behavior in social activities between boys and girls.  
-----

CONTENT

Plan wholesome group activities together.  
Assume cooperative practices relative to duties and responsibilities.  
Develop and abide by a code of conduct which reflects ethical interpersonal relationships.  
Keep parents and/or older members of the family informed of group composition and activities.  
Avoid unwise, unreasonable, or impetuous challenges in the course of social activities.

-----  
Concept: Appreciating the value of wholesome, coeducational activities for developing social maturity.  
-----

LEARNING ACTIVITIES

1. Have students develop cooperatively a class "Code of Behavior" for activities such as class parties and excursions.
2. Involve pupils in the planning of activities such as assembly programs and trips.
3. Have boys and girls work together on committees, class newspapers, student activities on a school-wide basis, etc.

CONTENT

Getting along with people.  
Developing leadership and followership qualities.  
Considering the interests of the group.

LEARNING ACTIVITIES

1. Have boys and girls work on committees in total school activities.
2. Arrange for coeducational activities such as a volley ball game and group science fair projects.
3. Plan for role-playing in a number of lessons in order to provide opportunities for interaction.
4. Have the pupils plan an excursion with another class in order to have them realize that their own interests may have to be curbed for the convenience of others. Example: The class may have to share the hired bus rather than have it exclusively for one class.

-----  
Concept: Understanding the decision-making processes as they affect the family.  
-----

CONTENT

Authority of parents.

LEARNING ACTIVITIES

1. Role-play family trying to reach a decision on a



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE SEVEN (CONT'D.)

-----  
Concept: Understanding the decision-making processes as they affect the family (cont'd.).  
-----

CONTENT

Making decisions cooperatively; weighing factors.  
Family council, with greatest weight going to parents.  
Abiding by group decisions.  
Personal values, attitudes, tastes.  
Decision-making to achieve short, intermediate, and long-range goals.  
Family conflicts because of inability to reach mutually satisfactory decisions.

LEARNING ACTIVITIES

- problem which affects all members, such as one of the following: Who Should Clean the Kitchen, Where to Spend Our Vacation, Whether to Listen to a Certain TV Program.
2. Hold a "Talk-Out" where parent and child take sides on a controversial problem, such as the following: Suitable Length of Skirt, Choice of Friends, Use of Spending Money, Keeping Room Clean. End with a decision which will resolve the problem.
  3. Have each student make a list of his own short, intermediate, and long-range goals. Discuss these goals in a class.

-----  
Concept: Understanding and learning to use the correct terminology for body parts.  
-----

1. In discussing new work, use and teach correct terminology.
2. When students ask questions using unacceptable terms, answer these questions using the correct terminology.
3. Encourage pupils to use correct terminology at all times.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE EIGHT

Concept: Understanding at a more advanced level the influence of the endocrine system on the appearance, body functions, and mental and emotional behavior of individuals. (The endocrine system is taught in a framework of instruction associated with systems as a whole.)

CONTENT

(A resource person--doctor, nurse--may be helpful in the treatment of this area.)

Endocrine glands and their hormones.  
Sex glands and sex hormones.  
The oestrus cycle.

LEARNING ACTIVITIES

1. Review material learned in Grade 7 on endocrine glands and hormones.
2. Show transparencies of male and female bodies showing location of endocrine glands.
3. Use manikin to show three-dimensional interrelationships of all body organs to endocrine glands.
4. Show film, "Endocrine Glands," on the approved list of the Bureau of Audio-Visual Aids.
5. Have students make reports on endocrine glands.
6. Discuss importance of:
  - Follicle-stimulating hormone.
  - Luteinizing hormone.
  - Luteotrophin.
  - Oxytocin.
  - Estrogen.
  - Progesterone.Function of the placenta as an endocrine gland.  
Relaxin from ovaries, uterus, and placenta.  
Testosterone.
7. Show chart of complete oestrus cycle.
8. Invite the school doctor to discuss the oestrus cycle.

Concept: Learning to get along in a harmonious fashion with members of one's own and the opposite sex.

CONTENT

Develop wholesome interests and hobbies.  
Recognize that it is important to act in line with one's age.

LEARNING ACTIVITIES

1. Plan activities where boys and girls work together. Committees, athletics, school plays, and school government are some suggestions.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE EIGHT (CONT'D.)

Concept: Learning to get along in a harmonious fashion with members of one's own and the opposite sex (cont'd.).	
CONTENT	LEARNING ACTIVITIES
Plan wholesome activities together. Keep physically and emotionally fit. Consider interests for the common good. Be a responsible person. Develop a social consciousness. Practice health and safety habits. Learn to respect varying points of view. Use leisure time constructively. Live in accordance with sound, basic standards.	2. Plan a square dance program for purposes of learning to get along and for purposes of submerging interests for the common good. 3. Through panel discussions and debates, teach pupils to respect varying points of view. 4. Plan excursions such as a trip to a concert or theatre. These provide opportunities for social conversations.
Concept: Appreciating the depth and significance of "crushes."	
CONTENT	LEARNING ACTIVITIES
Recognize that young people are capable of developing strong attachments for each other or for an older person. Understand that these attachments, if properly guided, strengthen respect and admiration for one another. Understand that appreciation and regard for another person reinforce a code for personal living. Concept: Appreciating the need for making personal decisions consistent with appropriate values and a philosophy of life.	1. Have students discuss the best way for a pupil to act who has a crush on an older person in authority. 2. Discuss with students the values for the future in sensibly experiencing and controlling crushes and puppy love.
CONTENT	LEARNING ACTIVITIES
Making appropriate decisions: Conflicts between peer group codes or activities and family or school regulations. Conflicts between peer group codes or activities and personal values and beliefs of right and wrong.	1. Discuss ways to handle situation of being offered a cigarette and refusing to accept it; role-play. 2. View film on going steady and discuss advantages and disadvantages. 3. Discuss question of setting and maintaining standards of behavior on a date.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE EIGHT (CONT'D.)

-----  
Concept: Appreciating the need for making personal decisions consistent with appropriate values and a philosophy of life (cont'd.).  
-----

LEARNING ACTIVITIES

CONTENT

Effect of making decisions:  
Achieving long-term goals.  
Achieving immediate goals.  
Maintaining self-respect.  
Reasons for maintaining personal standards:  
Advantages and disadvantages of going steady.  
Responsibility for setting standards.  
Learning how to say "no."  
Learning to vary the tempo when "on a date."  
Breaking off.

-----  
Concept: Understanding the possible personal and social outcomes as well as the health hazards of indiscriminate relationships in any type of action with those of one's own or opposite sex.  
Appreciating that relationships in any type of action require social maturity and involve total responsibility for conditions that result.  
-----

CONTENT

Indiscriminate relationships:  
Invoke feelings of guilt and shame.  
Create a conflict oftentimes between what one does and what one thinks.  
Create a reputation of which one cannot feel proud.  
May lead to health hazards such as VD.  
May result in social dislocations. Recognize the consequences personally and socially of premarital pregnancies to the mother, family, and unborn child.  
May require assistance of family clergyman, or a community agency, as the Department of Health,

LEARNING ACTIVITIES

1. Have boys and girls - without using their names - tape their reactions to indiscriminate behavior.  
Play the tapes for other classes as a basis for discussion.
2. Have a clergyman, guidance counselor, and student panel discuss the psychological, moral, and physical aspects of such behavior.
3. Have the pupils write a brief composition, "What My Reputation Means to Me."
4. Invite the school nurse to discuss the hazards of indiscriminate behavior.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE EIGHT (CONT'D.)

-----  
Concept: Understanding the possible personal and social outcomes as well as the health hazards of indiscriminate relationships in any type of action with those of one's own or opposite sex.  
Appreciating that relationships in any type of action require social maturity and involve total responsibility for conditions that result (cont'd.).  
-----

LEARNING ACTIVITIES

CONTENT

Community Service Society, or others.  
May lead to homosexuality. (Introduce this topic with great sensitivity if pertinent to the children in the group. Be careful to avoid giving pupils guilt feelings because they prefer a best boy friend or best girl friend to being one of a group or with someone of the opposite sex. Distinguish between the lifelong need of having best friends of the same sex and homosexuality.)

Responsible social relationships:  
Require social maturity.  
Provide opportunity for emotional security.

-----  
Concept: Understanding the fact that an individual's characteristics are the product of his heredity and environment.  
-----

CONTENT

Heredity.

Cells.

Cell types.

Chromosomes (including number).

Mitosis.

Maturation of sex cells.

DNA and RNA (elementary discussion).

Dominant and recessive traits.

Blended inheritance.

Defective traits.

Influence of environment.

LEARNING ACTIVITIES

1. Have pupils report on roles of DNA and RNA in inheritance.
2. Use charts to illustrate color blindness, hemophilia, and other defects.
3. Discuss methods of plant and animal breeding, including selection, hybridizing, etc.
4. Discuss values of environment in terms of realization of inheritance.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE EIGHT (CONT'D.)

-----  
Concept: Understanding and learning to use the correct terminology for body parts.  
-----

CONTENT

LEARNING ACTIVITIES

1. In discussing new work, use and teach correct terminology.
2. When students ask questions using unacceptable terms, answer these questions using the correct terminology.
3. Encourage pupils to use correct terminology at all times.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

## GRADE NINE

-----  
Concept: Understanding the social, emotional, and physical factors which make up maturity.  
-----

## CONTENT

Secondary sex characteristics.

Male.

Female.

Hormone balance.

Behavior.

Function of the brain and nervous systems.

Reflexes.

Conditioned reflexes.

Acquisition of habits.

-----  
Concept: Learning to channel adolescent tensions into a variety of constructive behaviors.  
-----

## CONTENT

Develop interest in creative activities.

Participate in recreational activities.

Become involved in suitable employment.

Choose hobbies.

Plan and participate in group activities, such as play days, picnics, etc.

Join a club at school.

-----  
Concept: Learning to develop standards of self and mutual regulation in boy-girl relations, including problems of double standards.  
-----

## CONTENT

Establish a code of conduct which reflects ethical

## LEARNING ACTIVITIES

1. List qualities which would be considered signs of various kinds of maturity for a 9th-grade student.
2. Discuss ways of gaining privileges through proving one's maturity to parents.
3. Cite examples from one's childhood of having outgrown certain friends because of different rates of developing maturity.

## LEARNING ACTIVITIES

1. Develop a class program to sponsor an orphaned child of another country.
2. Develop committees to go into the community to take polls on major issues, and have the pupils report their findings.
3. Develop a program in which the children provide tutoring for those in the lower grades.
4. Encourage children to join school clubs and teams such as Future Teachers Club and school athletic teams.

## LEARNING ACTIVITIES

1. Invite two parents to share a panel with pupils

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE NINE (CONT'D.)

-----  
Concept: Learning to develop standards of self and mutual regulation in boy-girl relations, including problems of double standards (cont'd.).  
-----

CONTENT

behavior.  
Avoid superficial goals of popularity.  
Re dating, be cognizant of and abide by:  
    Appropriate forms of behavior.  
    Parental time limit preference for return from date.  
    Policy of keeping parents or older members of the family aware of people with whom one associates.  
    Programs of social activities which involve groups of boys and girls in wholesome recreational channels.

LEARNING ACTIVITIES

- on the subject of dating.
2. Have boys and girls develop independent lists on how they would like the other sex to behave in boy-girl relations. Follow with open discussion.
  3. Set up a class discussion: "Should There Be a Separate Set of Standards for Boys and Girls?"

-----  
Concept: Recognizing the need for dispelling misconceptions still existing about sex.  
-----

CONTENT

COMMON FALLACIES about sex include the following:  
Fallacy 1: "A period of wild oats is a good preparation for marriage and parenthood."  
Fallacy 2: "Sexual intercourse is necessary for:  
    Bodily development.  
    Sexual development.  
    Health.  
    Happiness."  
Fallacy 3: "Inhibition and control are harmful."  
Fallacy 4: "Sex relations are, at the worst, an indiscretion."  
Fallacy 5: "The use of any precautionary measure is a guarantee against pregnancy."

LEARNING ACTIVITIES

1. Have pupils write questions about tales they have heard and of which they are not sure.
2. Have some pupils act as a panel; submit questions for answering written by the teacher, dealing with fallacies.
3. Invite a doctor (parent of a child, school doctor, etc.) to address himself to the subject of fallacies.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE NINE (CONT'D.)

-----  
Concept: Understanding the value of a variety of social activities and group situations in developing satisfactory interpersonal relationships.  
-----

CONTENT

Participating in clubs and teams.  
Working together for the common good.  
Role of dating:  
    Importance of dating in social development.  
    Dating dos and don'ts; manners on dates.  
    Paying for dating expenses.  
    Reasonable curfews.  
    Going steady.

-----  
Concept: Understanding one's own feelings and role in accepting or challenging the standards of one's peer group.  
-----

CONTENT

Thinking of the person you would like to become.  
Feeling comfortable with oneself.  
Liking oneself because of one's behavior.

-----  
Concept: Understanding and learning to use the correct terminology for body parts.  
-----

CONTENT

1. In discussing new work, use and teach correct terminology.
2. When students ask questions using unacceptable terms,

LEARNING ACTIVITIES

1. List school clubs and teams and ways of becoming members of each.
2. Have question box with anonymous questions as springboard for discussion of dating dos and don'ts.
3. Ask class as a project to develop "Teenagers' Code of Dating Behavior."

LEARNING ACTIVITIES

1. List the qualities you would like to have when you are grown up. Next to each, write the steps you will take to achieve these qualities.
2. Debate the topic, "Nowadays Anything Goes, If You Can Get Away with It."
3. Write a letter to yourself telling why you like yourself.

LEARNING ACTIVITIES

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE NINE (CONT'D.)

-----  
Concept: Understanding and learning to use the correct terminology for body parts (cont'd.).  
-----

CONTENT

LEARNING ACTIVITIES

- answer these questions using the correct terminology.  
3. Encourage pupils to use correct terminology at all times.

-----  
Concept: Learning the resources available for help in meeting problems that may arise (clergy, family advisors, Department of Health, etc.).  
-----

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TEN \*

-----  
Concept: Understanding the regulatory functions of the endocrine glands. (The reproductive system is taught in a framework of instruction associated with systems as a whole.)  
-----

LEARNING ACTIVITIES

CONTENT

Endocrine glands.  
Pituitary.  
Adrenal.  
Thyroid and parathyroids.  
Pancreas.  
Testes and ovaries.  
Secretions of endocrine glands.  
Effect of hormones or lack of hormones on body activity.

1. Have students interview their family doctors and report to the class.
2. Show the film, "Endocrine Glands," on the approved list of the Bureau of Audio-Visual Aids.
3. Have students do research on the effect of malfunctioning endocrine glands on the body. Plan resource materials with school librarian.
4. Provide each pupil with a duplicated diagram of the endocrine system to be used as a reference during discussions.

-----  
Concept: Increasing the understanding of the reproductive system. (The reproductive system is taught in a framework of instruction associated with systems as a whole.)  
-----

LEARNING ACTIVITIES

CONTENT

Reproduction  
Asexual reproduction in plants and animals.  
Sexual reproduction in plants and animals.  
Comparative values of asexual and sexual reproduction.  
Human reproduction and human reproductive system.

1. Show films on:  
Reproduction of protozoa.  
Bread mold.  
Hydra.  
Vegetative propagation.  
Fertilization.  
Cleavage.
2. Discuss how asexual reproduction retains traits and

-----  
it is suggested that the marriage aspects

\* For those students who may leave school at the end of grade ten, it is suggested that the marriage aspects from grades 11-12 be telescoped and taught at this point.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TEN (CONT'D.)

-----  
Concept: Increasing the understanding of the reproductive system. (The reproductive system is taught in a frame-  
work of instruction associated with systems as a whole.) (Cont'd.)  
-----

CONTENT

LEARNING ACTIVITIES

- how sexual reproduction produces variety.
3. Have pupils report on value of variety in offspring in terms of success in environment.
  4. Show by charts, transparencies and manikins, the human reproductive system giving names of all parts in detail (male and female). Use models of birth of human baby.
  5. Show film, "How a Baby Is Born," on the approved list of the Bureau of Audio-Visual Aids.

-----  
Concept: Learning to discern basic qualities in the opposite sex and to appreciate the complementary nature of male and female personalities.  
-----

CONTENT

LEARNING ACTIVITIES

Comparison of superficial with basic qualities.  
Recognize that factors such as dress and physical traits are superficial in nature.  
Recognize the emotional qualities characteristic of males and females.  
Recognize that moral qualities, ethical standards and principles really determine what one is and how one re-acts to situations.

1. Have students develop an independent, then a combined list of "Traits I Desire Most in the Opposite Sex."
2. List reasons why items such as dress, beauty in girls, and handsome appearance in boys do not head the lists.
3. Have the college advisor speak to the class on what traits colleges look for in addition to grades.
4. Have pupils write or discuss the topic, "Is It True that Opposites Attract?" Include in the discussion the complementary nature of male and female personalities.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TEN (CONT'D.)

-----  
Concept: Understanding the details of prenatal care for mother and baby.  
-----

CONTENT

Personal hygiene during pregnancy is the same as good health care at any other time, magnified by the responsibility for the life and health of two (or more) lives instead of one.  
Prenatal care should involve the following:  
See the doctor regularly - once a month during the early months of pregnancy; twice a month or oftener in the later stages.  
Bring urine samples when requested.  
Do what the doctor advises.  
Avoid listening to old wives' tales.  
Report promptly to the doctor any unusual signs or symptoms of disease or any sudden changes in condition.

-----  
Concept: Understanding the purpose of reproduction: for the species, for society, for the family, and for the individual.  
-----

CONTENT

For the species.  
Perpetuating the species.  
Maintaining the balance of nature.  
Current conservation practices.  
For society.  
Problems of population explosion.  
Society's need for healthy, contributing members.  
For the family.  
Satisfaction of having and bringing up children.

LEARNING ACTIVITIES

1. Have the school nurse visit the class to develop the importance of prenatal care.
2. Have a visiting nurse from the Department of Health encourage girls to visit the Board of Health for literature and additional information.
3. Have pupils do independent research on old wives' tales in connection with prenatal care. Have them question parents and grandparents.

LEARNING ACTIVITIES

1. Use circular response method to determine why reproduction is important for the species, for society, for the family, and for the individual.
2. Have a quick tour of the animal and human world to spot in which cases an "over-reproduction" or "under-reproduction" factor affects the balance of life.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TEN (CONT'D.)

-----  
Concept: Understanding the purpose of reproduction: for the species, for the family, and for the individual (cont'd.).  
-----

CONTENT

Pleasures of living in a family and sharing activities.  
Providing continuity to families.  
For the individual.  
Joy and fulfillment of parenthood.  
Finding life's purpose in raising children.  
Reproduction - a step in developing personal maturity.

LEARNING ACTIVITIES

3. Have a panel discussion on the functions of the family in caring for the individual.
4. Have a buzz session and browsing period of poems, quotations, cartoons which illustrate some of the following:  
The differences between a "house" and a "home."  
The family as one of the main units of society.  
The family as a transmitter of values.  
The stability of the family as related to the stability of the individual.

-----  
Concept: Understanding the problems and limitations of going steady, becoming engaged, etc., in adolescence. (Be alert to differing cultural and generational practices.)  
-----

CONTENT

Reasons why teenagers find security in going steady.  
Dangers and disadvantages of going steady at an early age.  
Effect of too early steady dating or engagement on school work and life ambitions.  
Expenses of much dating.  
Controlling physical intimacy when going steady.  
Problems of getting back into the stream of group activities after going steady.

LEARNING ACTIVITIES

1. Hold separate buzz groups for girls and boys to discuss the pros and cons of going steady and have leader record findings on board. Then arrange for buzz groups with boys and girls together to discuss same question and have leader record findings on the board. Class evaluates responses from each activity.
2. Role-play:  
"How to Terminate a Going-Steady Relationship Without Damaging the Other Person's Feelings."  
"How to Return an Engagement Ring Graciously."
3. Debate: "Engagement and Marriage - For Adults Only."

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TEN (CONT'D.)

-----  
Concept: Understanding and learning to use the correct terminology for body parts.  
-----

CONTENT

LEARNING ACTIVITIES

1. In discussing new work, use and teach correct terminology.
2. When students ask questions using unacceptable terms, answer these questions using the correct terminology.
3. Encourage pupils to use correct terminology at all times.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ELEVEN

Concept: Understanding the requisites of a successful marriage.

CONTENT

Readiness for marriage.  
Physical health.  
Completed education, or have definite plans.  
Ability to earn a living.  
Emotional maturity.  
Sense of life's purpose.  
Having the right partner.  
Spiritual harmony.  
Mental compatibility.  
Physical attraction.  
Feeling that love can last.  
Desire to work together to build for the future.  
Building a successful marriage.  
Respect for one's mate.  
Seeking to understand one's mate.  
Concern for the mate's welfare.  
Meeting the needs of one's mate.  
Building mutual experiences.  
Developing mutual goals.

Concept: Understanding courtship and engagement as preparation for marriage.

CONTENT

Being in love.  
Misconceptions about love.  
Romantic vs. realistic love.  
Criteria for lasting love.  
Aspects of a lasting relationship (respect, appreciation, etc.).

LEARNING ACTIVITIES

1. View filmstrip and listen to the recording: "What Is Love?" Discuss:
  - a. Different types of love experiences through the stages of life.  
Examples: self-love, mother love, family love, etc.
  - b. Differences between infatuation and love.
2. Take the self-test in Duvall's Before You Marry, page 29, "How Do You Know It's Love?"
3. Brainstorm: What Are the Maturities Required in a Marriage Partner? Record on board the categories found and have the group interpret the importance of each - physical, emotional, social, mental, philosophical, chronological.

LEARNING ACTIVITIES

1. Class considers the social process sequence leading to marriage (first individually and then in committee groups). Pupils first note independently what each of the following means to them now as adolescents and what each meant as younger adolescents:



BOARD OF EDUCATION

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ELEVEN (CONT'D.)

-----  
Concept: Understanding courtship and engagement as preparation for marriage (cont'd.).  
-----

CONTENT

Purposes of engagement period.  
Opportunity to see each other in everyday situations.  
Time to set up a financial plan.  
Time to explore and understand each other's attitudes on vital topics, as moral and ethical standards related to marriage.  
Time to plan a home and future roles.  
Time to establish relationship with future in-laws.  
Time for testing the relationship.  
  
Length of engagement.  
Planning a wedding.  
Danger signals in engagement.  
Time of testing.  
Complementary needs.  
Personality problems.  
Cultural contrasts vs. ethnocentrism.  
Conflicts in values, life goals.  
Parents' opposition.  
Engagement - a bridge to successful marriage.  
Establishing the habit of talking things over.  
Planning life goals.  
Developing patterns of personal relationship and decision-making.  
Premarital counseling.  
Premarital examination.  
  
Handling sex expressions.  
Breaking an engagement.

LEARNING ACTIVITIES

- group dating, parties, double-dating, going steady, courtship, engagement, marriage.
2. Discuss:  
a. Length of courtship period as related to success in marriage.  
b. Courtship time is time for testing and teaching.
3. Hold a discussion as to reasons why engagements break up and elicit each of the following:  
a. Decisions to be made during engagement:  
size, type of wedding  
honeymoon plans  
choice of apartment  
how money will be managed.  
b. Attitudes each has towards:  
whether a woman should work after marriage  
having children and size of family  
religion.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ELEVEN (CONT'D.)

-----  
Concept: Understanding the origin and values of social conventions and their relation to sex behavior.  
-----

CONTENT

The "wisdom of the race."  
How morality protects women and children.

LEARNING ACTIVITIES

1. Have a class analysis of the "old agrarian American" family and the "modern urban American" family with a consideration of the masculine and feminine roles and the social importance relegated to "virginity" and "fidelity."
2. Hold a panel discussion: "The Double Standard - Necessary or Unnecessary?" Arrive at conclusions supporting moral values.
3. View filmstrip and hear record, "Dating Behavior," on the approved list of the Bureau of Audio-Visual Aids. Discuss who should set dating behavior and the qualities of a suitable dating partner - appearance and behavior.

-----  
Concept: Understanding family structures in American and different cultures.  
-----

CONTENT

Characteristics of American family culture:  
Courtship patterns.  
Monogamous marriage.  
Nuclear family system.  
Kinship by bilateral descent.  
Marriage based on personal affection and choice.  
Marriage a dominating life goal for men as well as women.  
Belief in personal happiness as criterion of happy marriage.  
Reverence for youth and its qualities.  
Belief in shielding children from hardship.  
Belief that sex should be contained within marriage.

LEARNING ACTIVITIES

1. Ask pupils to consult an unabridged dictionary for definitions of sociological terms that relate to family life, such as: homogamy, monogamy, bigamy, polyandry, polygamy, matriarchal, patriarchal, sociogram, and familial.
2. Discuss each term's meaning and elicit illustrations and examples of countries, societies that practice the custom.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ELEVEN (CONT'D.)

-----  
Concept: Understanding family structures in American and different cultures (cont'd.).  
-----

CONTENT

Belief in quasi-equality of sexes.  
Belief that individual rather than family values  
are to be sought in family living.

How families help members live effectively.

Functions of the family.

The family life cycle.

Families in other cultures:

Courtship patterns.

Ways in which cultural heritage influences be-  
havior.

Aspects of culture which are consistently present.

Provision of basic needs.

Provision for raising young.

Fundamental ways cultures differ.

Languages.

Forms of marriage: monogamy, polygamy.

Forms of control: democratic, dictatorial.

Variations in family life: youth-centered,  
adult-centered.

Hierarchy of values: material goods, arts,  
education, politics.

-----  
Concept: Learning the resources available for help in maintaining a successful marriage (clergy, family advisors,  
Department of Health, family agencies, etc.).  
-----

-----  
Concept: Understanding and learning to use the correct terminology for body parts.  
-----

CONTENT

LEARNING ACTIVITIES

1. In discussing new work, use and teach correct

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE ELEVEN (CONT'D.)

-----  
Concept: Understanding and learning to use the correct terminology for body parts (cont'd.).  
-----

CONTENT

LEARNING ACTIVITIES

- terminology.
2. When students ask questions using unacceptable terms, answer these questions using the correct terminology.
  3. Encourage pupils to use correct terminology at all times.



CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TWELVE

-----  
Concept: Understanding the social problems which affect the family. (Teacher recognizes that family patterns differ; therefore, actions differ. Topics must be presented with sensitivity.)  
-----

CONTENT

Non-compatibility of couples.  
Family planning. } IMPORTANT: Develop from factual point  
Divorce. } of view only. Opinions of teacher,  
Abortion. } which may be counter to those held by  
the students, church, or home, are not  
presented.  
  
Venereal disease.  
Homosexuality.  
Prostitution.

LEARNING ACTIVITIES

1. Hold a buzz session: "Reasons Why Girls Become Pro-miscuous," using Menninger's book on How to Be a Successful Teenager as a guide. Leader reports findings and entire group makes decision whether prostitution is an "emotional" or "physical" disorder.
2. Have pupils discuss happy couples known to them (neighbors, cousins, friends) and have them discuss the reasons for happiness and what social problems they had to avoid or overcome.

-----  
Concept: Recognizing the need for concern about the human condition and family life in the community, nation, and world.  
-----

CONTENT

Disease prevention and control; immunization.  
Education.  
Improvement of physical conditions.  
Legislation.

LEARNING ACTIVITIES

1. Have students interview their history teachers, consular officials, and do other research to learn of conditions in other countries.
2. Have students write to their Congressmen to learn what legislation is being proposed for the control of venereal diseases, for education in family living, etc., in this country.
3. Arrange to have exchange teachers and exchange students of your school or a neighboring school address the class on this subject, if their backgrounds are adequate.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TWELVE (CONT'D.)

-----  
Concept: Learning more about the availability of medical, community and religious agencies for assistance with family planning or marriage counseling, where desired.  
-----

CONTENT

Survey of community resources.  
Availability of "Directory of Social Agencies."  
Liaison with community and religious agencies.  
Liaison with voluntary health agencies.  
Contact with county medical resources.

LEARNING ACTIVITIES

1. Have pupils develop a reference booklet which can be duplicated and given to each student. This booklet will have the agencies listed.
2. Have pupils report on the functions of a marriage counselor, purposes of family planning agencies, etc.
3. Invite guests from these agencies to speak to the students.
4. Students study the classified ad section in the newspaper and determine the number and types of unfilled and unreliable sources available to the public as "help" for the troubled.

-----  
Concept: Understanding the physical and psychological factors in raising children.  
-----

CONTENT

The need to understand children.  
Why children differ.  
Making plans for a baby.  
Growing in the first year.  
Taking care of a toddler.  
Attitudes and developmental tasks.  
Growth changes in three- and four-year-olds.  
Acquiring inner controls.  
Providing growth experiences for children.  
Experiences with language.  
Experiences with art, music.  
Importance of play.  
Discipline and spoiling.

LEARNING ACTIVITIES

1. Establish reference file of articles, pamphlets, booklets, which pupils may use for homework, reports (oral or written), or as background for class instruction and discussion.
2. Use recent newspaper accounts on problems that arise from the lack of proper physical and/or emotional care given to children of broken families as basis for springboard to discussions.
3. Visit the Early Childhood Center of a local college and/or day nursery and ask students to report on their personal observations of children in the various activities of eating, play, rest, toilet habits.

CONTENT AND LEARNING ACTIVITIES  
RELATED TO THE CONCEPTS AND UNDERSTANDINGS

GRADE TWELVE (CONT'D.)

-----  
Concept: Understanding the physical and psychological factors in raising children (cont'd.).  
-----

LEARNING ACTIVITIES

CONTENT

Stumbling blocks in growing: jealousy, anger, resentment, problems of authority.  
Broken homes, physical and mental handicaps, working mothers, neglected children.

-----  
Concept: Recognizing the economic, human, and psychological resources involved in maintaining the home and family life.  
-----

CONTENT

Managing family income.  
Family spending plans.  
Time and energy management.  
Homemaking skills and work simplification.  
Consumer credit, installment debt.  
Cost of marrying and establishing a home.  
Handling two incomes.  
Planning economic security.  
Achieving adjustments in marriage.  
Interpersonal understanding.  
Getting along in the family.  
Working together toward common goals.

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Concept: Understanding and learning to use the correct terminology for body parts.  
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CONTENT

- LEARNING ACTIVITIES
1. In discussing new work, use and teach correct terminology.
  2. When students ask questions using unacceptable terms, answer these questions using the correct terminology.
  3. Encourage pupils to use correct terminology at all times.

LEARNING ACTIVITIES

1. Use the discussion method and establish a definition of what constitutes human and non-human resources. (Human resources involve creativity, energy, planning use of time. Non-human resources include money, equipment, etc.)
2. Hold a panel of class members on the topic: "Which Is More Important to Family Harmony - the Economic or Human Resources?"
3. Invite a resource person from the Life Insurance Institute to discuss life insurance plans for the family to cover the entire life span.

AUDIO-VISUAL MATERIALS APPROVED FOR PILOT INSTRUCTION  
IN SEX EDUCATION AT GRADE LEVELS DESIGNATED

ITEM NO.	TITLE	DISTRIBUTOR	GRADE(S)	VIEWING TIME
STUDENT: 31.71				
	ARE YOU READY FOR MARRIAGE?	Coronet	10	17 min.
	A young couple who plan an elopement discover what it really takes to be "ready for marriage." With the help of a church marriage counselor, they investigate their own relationship, using his "Check-List for Cupid" and Marriage Development Board.			
	BIOGRAPHY OF THE UNBORN	EBF	6	26 min.
	Traces the process of human reproduction from conception to birth.			
	BOY TO MAN	Churchill	6	16 min.
	Develops an understanding of the physical changes that occur during adolescence; the wide variation in the range of normal for those changes; and attempts, by improving understanding, to diminish some of the tensions and fears of adolescence.			
	THE DAY LIFE BEGINS	Carousel	6	23 min.
	Traces reproductive process from amoeba to man. Scenes of births of turtles and puppies. Development of human baby is explained.			
180.8	EARLY MARRIAGE	Churchill	11-12	26 min.
	Depicts the history of human marriage, develops the concept of marriage readiness and society's stake in all marriage with emphasis on the problems of early marriage.			

DIRECTIONS FOR ORDERING

The titles listed below are available for ordering from the central loan collection, Bureau of Audio-Visual Instruction. Procedures for ordering are as follows:

1. Booking forms may be obtained by writing to  
Bureau of Audio-Visual Instruction  
Central Loan Collection  
131 Livingston Street  
Brooklyn, New York 11201  
or by telephoning 596-5914.
2. Completed booking forms are to be returned to BAVI.
3. Bookings will be confirmed in writing.
4. All films are sent and returned by mail, with postage paid both ways by BAVI.

In addition, selected items are being placed in the district office collections. Schools will be notified of these titles at a later date.



AUDIO-VISUAL MATERIALS

ITEM NO.	TITLE	DISTRIBUTOR	GRADE(S)	VIEWING TIME	ITEM NO.	TITLE	DISTRIBUTOR	GRADE(S)	VIEWING TIME
STUDENT: 300.98					HUMAN GROWTH, 2nd ED. Churchill 5-6 20 min. Presents the basic facts of reproduction, growth and development in a setting designed to promote class discussion.				
FROM GENERATION TO GENERATION (C) McGraw-Hill 10 27 min. A sensitive study of a young couple shows childbirth as an emotional and spiritual experience as well as a physical one. Animated sequences explain the basic facts of human reproduction.					HUMAN REPRODUCTION McGraw-Hill 5-6 21 min. Shows the structure and function of both the male and female reproductive systems and how the miracle of human birth is accomplished. Uses still and animated drawings to present the reproductive process from conception to birth.				
GIRL TO WOMAN (C) Churchill 6 18 min. Explains some of the common physiological manifestations of maturation. Designed for girls just entering adolescence. Develops an understanding of the physical changes that occur during adolescence; establishes that there is a wide variation in the range of normal for those changes; improves understanding to diminish some of the tensions and fears that contribute to the emotional turbulence of adolescence.					IT'S WONDERFUL BEING A GIRL Association 6 25 min. Story of menstruation. Oriented to upper middle-class suburban area. Difficult for disadvantaged urban minority girls to identify with this environment. However, attitudes portrayed are good; relationship between girl and mother, girl and friends, teacher, etc., are good. Scientific presentation excellent.				
HEREDITY AND PRENATAL DEVELOPMENT McGraw-Hill 10 21 min. Using animation, the film describes maturation and fertilization of male and female sex cells, function of genes, growth of embryo and closes with real-life scenes of newborn baby.					MOLLY GROWS UP Personal Products Co. 6 15 min. Explains menstruation to girls. Molly and her mother have a friendly talk about this. (Prepared in English and Spanish sound track).				
293.7	HOW DO YOU KNOW IT'S LOVE? Coronet 10 14 min. What is the nature of love? How does it grow and develop in an individual? How can you tell when a love is mature? This film gives students of every age a basis for thinking clearly about "love" as compared to "infatuation."				PHOEBE: STORY OF A PREMARITAL PREGNANCY McGraw-Hill 9-12 29 min. A teenager discovers she is pregnant. The film depicts her emotional turmoil and apprehensions about reactions of people around her on the day she faces her dilemma.				

# AUDIO-VISUAL MATERIALS

ITEM NO.	TITLE	DISTRIBUTOR	GRADE(S)	VIEWING TIME
<b>STUDENT:</b>				
2.83	PHYSICAL ASPECTS OF PUBERTY	McGraw-Hill	6	19 min.
	Helping youngsters to understand and accept their own normal body changes during adolescence, this animated film describes development of primary and secondary sex characteristics in boys and girls.			
	<b>VERY PERSONALLY YOURS</b>			
	International		6	10 min.
	Cellucotton			
	Animated drawings and diagrams are used to explain the physiology of menstruation. Suggests methods of care and hygiene and encourages a healthy attitude toward process.			
	POPULATION ECOLOGY	EBF	12	28 min.
	A probing study of animal and plant population developed from simple experimental situations (Drosophila, bacteria, mice) through interrelationships of living things in nature. Discusses population explosion of man.			
	WHO CARES ABOUT JAMIE?	Coronet	12	16 min.
	Shows ways adults can help child develop capacity to cope with problems encountered in growing up. Stresses human understanding as best preventive of mental illness.			
<b>TEACHER:</b>				
(for annotations see student listing)				
BIOGRAPHY OF THE UNBORN				
THE DAY LIFE BEGINS				
EARLY MARRIAGE				

TEXT MATERIALS APPROVED FOR PILOT INSTRUCTION  
IN SEX EDUCATION AT GRADE LEVELS DESIGNATED

DIRECTIONS FOR ORDERING

All the titles listed below are available for ordering under the regular procedures of the Bureau of Supplies. Item numbers for most titles will be found in the 1967 B Supplement, Book IV, to the List of Approved Textbooks; others will be found in the Basic List, 1967.

In addition, selected items are being placed in the district office collections. Schools will be notified of these titles at a later date.

AUTHOR: TITLE	PRICE	PUBLISHER
Grades 6-8 FAMILY LIVING		
Supplementary		
Boyer-Brandt: HUMAN GROWTH AND REPRODUCTION 1967, Grades 6-9	.48	Laidlaw
Call: TOWARD ADULTHOOD 1964, Grades 6-10	.80	Lippincott
Gruenberg: THE WONDERFUL STORY OF YOU 1960, Grades 7-9	2.53	Doubleday
Books for Teachers		
Child Study Assoc.: WHAT TO TELL YOUR CHILDREN ABOUT SEX 1958, Grades 6-12	.40	Simon & Schuster
Grades 6-8 GUIDANCE		
Reference Books for Pupils' Use		
Lerrigo-Southard: WHAT'S HAPPENING TO ME? 1956, Grades 6-9	2.06	E.P. Dutton
Grades 6-8 HEALTH EDUCATION		
Hygiene		
Irwin et al: CHOOSING YOUR GOALS 1967, Grade 6, Regular edition	2.30	Lyons & Carnahan
Lerrigo-Southard: A STORY ABOUT YOU 1963, Grades 6-8	2.06	E. P. Dutton

APPROVED TEXT MATERIALS

AUTHOR: TITLE	PRICE	PUBLISHER	AUTHOR: TITLE	PRICE	PUBLISHER
<u>Supplementary (Cont'd.)</u>					
Duvall: FAMILY LIVING 1961	3.67	Macmillan	Duvall: LOVE AND THE FACTS OF LIFE 1963	3.32	Association Press
Duvall-Hill: WHEN YOU MARRY 1967	3.44	D. C. Heath	Julian-Jackson: MODERN SEX EDUCATION 1967	1.58	Holt, Rinehart & Winston
Hoeflin: ESSENTIALS OF FAMILY LIVING 1960	4.60	John Wiley	<u>Reference Books for Pupils' Use</u>		
Landis-Landis: BUILDING YOUR LIFE, 3rd ED. 1964	3.87	Prentice-Hall	Bundesen: TOWARD MANHOOD 1951	3.16	J. B. Lippincott
Landis-Landis: PERSONAL ADJUSTMENT, MARRIAGE AND FAMILY LIVING, 4th ED. 1966	4.65	Prentice-Hall	Duvall: WHY WAIT TILL MARRIAGE? 1965	1.98	Association Press
Rhodes-Samples: YOUR LIFE IN THE FAMILY 1964	4.20	J. B. Lippincott	Glassberg: TEEN-AGE SEX COUNSELOR 1965	3.16	Barron's
Smart-Smart: LIVING IN FAMILIES 1965	4.16	Houghton Mifflin	Johnson: LOVE AND SEX IN PLAIN LANGUAGE 1967	2.80	J. B. Lippincott
<u>Supplementary</u>					
Boyer: FOR YOUTH TO KNOW 1966	.48	Laidlaw Bros.	Duvall-Hill: BEING MARRIED 1960	4.78	D. C. Heath
			Lantz-Snyder: MARRIAGE 1962	4.87	John Wiley



## APPROVED TEXT MATERIALS

AUTHOR: TITLE	PRICE	PUBLISHER	AUTHOR: TITLE	PRICE	PUBLISHER
<u>Books for Teachers (Cont'd.)</u>			<u>Books for Teachers (Cont'd.)</u>		
Schiffere: ESSENTIALS OF HEALTHIER LIVING, 3rd ED. 1967	6.00	John Wiley	Pike: TEEN-AGERS AND SEX 1965	2.73	Prentice-Hall
Schiffere: TEACHER'S MANUAL TO ACCOMPANY ESSENTIALS OF HEALTHIER LIVING, 3rd ED. 1967	*2.00	John Wiley	Grades 9-12 HEALTH EDUCATION <u>Hygiene</u>		
Schneiders: PERSONALITY DEVELOPMENT AND ADJUSTMENT IN ADOLESCENCE 1967	4.91	Bruce	<u>Reference Books for Pupils' Use</u>		
Grades 9-12 GUIDANCE			Podair: VENEREAL DISEASE: MAN AGAINST A PLAGUE 1966	1.00	Fearon
<u>Reference Books for Pupils' Use</u>			Schwartz: FACTS ABOUT SYPHILIS AND GONORRHEA (FM) 1965	1.00	Behavioral Research
Southard: SEX BEFORE 20 1967	2.45	E. P. Dutton	<u>Books for Teachers</u>		
<u>Books for Teachers</u>			Schwartz: TEACHER'S MANUAL FOR FACTS ABOUT SYPHILIS AND GONORRHEA 1965	2.00	Behavioral Research
Anderson: HOW TO UNDERSTAND SEX 1966		Denison			
Child Study Assoc.: SEX EDUCATION AND THE NEW MORALITY 1967	1.30	Child Study Association			

\* One copy of this item will be provided free with each order of a class set of 30 copies of the pupils' editions.

SUPPLEMENTARY BOOKS APPROVED FOR PILOT INSTRUCTION  
IN SEX EDUCATION AT GRADE LEVELS DESIGNATED

AUTHOR: TITLE	PUBLISHER	DATE	AUTHOR: TITLE	PUBLISHER	DATE
<u>STUDENT:</u>					
American Medical Association. MIRACLE OF LIFE.	(Grades 7-12) A. M. A.	1966.	Duvall, Evelyn. KEEPING UP WITH TEEN-AGERS.	(Grades 11-12) Pub. Affairs.	1947.
Bauer, W. W. MOVING INTO MANHOOD.	(Grades 9-12) Doubleday.	1963.	Duvall, Evelyn. LOVE AND FACTS OF LIFE.	(Grades 10-12) Assoc.	1963.
Brenner, Ralph and Shirley. SEX AND THE TEENAGER.	(Grades 9-12) Macfadden-Bartell.	1964.	Duvall, Sylvanus. BEFORE YOU MARRY.	(Grades 11-12) Assoc.	1959.
Butcher, R. and Robinson, M. UNMARRIED MOTHER.	(Grades 9-12) Pub. Affairs.	1959.	Eckert, Ralph. SO YOU THINK IT'S LOVE!	(Grades 9-12) Pub. Affairs.	1950.
Cain, Arthur. YOUNG PEOPLE AND SEX.	(Grades 11-12) Day.	1967.	Faegre, Marion. YOUR OWN STORY.	(Grades 7-10) Univ. of Minnesota.	1943.
Corner, George W., M.D. ATTAINING MANHOOD.	(Grades 11-12) Harper & Row.	1952.	Georgiou, Constantine. WAIT AND SEE.	(Grades 3-4) Harvey.	1962.
Corner, George W., M.D. ATTAINING WOMANHOOD.	(Grades 11-12) Harper & Row.	1952.	Glassberg, B.Y., M.D. TEEN-AGE SEX COUNSELOR.	(Grades 10-12) Barron's.	1965.
Cosgrove, Margaret. EGGS.	(Grades 6-8) Dodd, Mead.	1966.	Gottlieb, Bernard. WHAT A BOY SHOULD KNOW ABOUT SEX.	(Grades 6-12) Bobbs-Merrill.	1960.
De Schweinitz, Karl. GROWING UP.	(Grades 2-6) Macmillan.	1965.	Gottlieb, Bernard. WHAT A GIRL SHOULD KNOW ABOUT SEX.	(Grades 7-12) Bobbs-Merrill.	1961.
Dickerson, Roy. INTO MANHOOD.	(Grades 8-10) Assoc.	1954.	Gruenberg, Sidonie. WONDERFUL STORY OF HOW YOU WERE BORN.	(Grades PreK-3) Doubleday.	1952.
Dickerson, Roy. SO YOUTH MAY KNOW.	(Grades 8-12) Assoc.	1948.	Head, Gay. BOY DATES GIRL.	(Grades 7-10) Scholastic	1955.
Diehl, H. and Laton, A. FAMILIES AND CHILDREN.	(Grades 8-12) McGraw-Hill. (Webster Div.)	1955.			

APPROVED SUPPLEMENTARY BOOKS

AUTHOR: TITLE	PUBLISHER	DATE	AUTHOR: TITLE	PUBLISHER	DATE
<u>STUDENT:</u>					
Johnson, Eric. LOVE AND SEX IN PLAIN LANGUAGE.	(Grade 9) Lippincott.	1967.	Lerrigo, M. and Southard, H. WHAT'S HAPPENING TO ME?	(Grades 7-9) Dutton.	1955.
Kirkendall, Lester. FINDING OUT ABOUT OURSELVES.	(Grades 7-10) S.R.A.	1956.	Levine, M. and Seligmann, J. WONDER OF LIFE.	(Grades 5-8) Golden Press	1952.
Kirkendall, Lester. TOO YOUNG TO MARRY?	(Grades 11-12) Pub. Affairs.	1956.	Lorand, Rhoda L. LOVE, SEX, AND THE TEENAGER.	(Grades 10-12) Macmillan.	1965.
Kirkendall, Lester. UNDERSTANDING SEX.	(Grades 10-12) S.R.A.	1947.	Mace, David. WHAT MAKES A MARRIAGE HAPPY?	(Grade 12) Pub. Affairs.	1959.
Kirkendall, L. and Osborne, R. DATING TIPS FOR TEENS.	(Grades 7-11) S.R.A.	1962.	Maternity Center Association. BABY IS BORN.	(Grades 9-12) Mat. Cen. Assoc.	1957.
Kirkendall, L. and Osborne, R. UNDERSTANDING THE OTHER SEX.	(Grades 10-12) S.R.A.	1955.	Milt, Harry. YOUNG ADULTS AND THEIR PARENTS.	(Grades 11-12) Pub. Affairs.	1964.
Krich, Aron, editor. FACTS OF LOVE AND MARRIAGE FOR YOUNG PEOPLE.	(Grades 11-12) Dell.	1962.	Mc Govern, Ann. QUESTION AND ANSWER BOOK ABOUT THE HUMAN BODY.	(Grades 2-4) Random House	1965.
Landers, Ann. TALKS TO TEEN-AGERS ABOUT SEX.	(Grades 9-12) Prentice-Hall	1963.	Neugarten, Bernice. BECOMING MEN AND WOMEN.	(Grades 9-12) S.R.A.	1955.
Landis, J. BUILDING YOUR LIFE.	(Grades 7-9) Prentice-Hall	1964.	Osborn, Ernest. UNDERSTANDING YOUR PARENTS.	(Grades 9-10) Assoc.	1956.
Landis, Paul. COMING OF AGE.	(Grades 9-12) Pub. Affairs.	1956.	Peterson, James. TOWARD A SUCCESSFUL MARRIAGE.	(Grades 11-12) Scribner's.	1960.
Lerrigo, M. and Southard, H. APPROACHING ADULTHOOD.	(Grades 11-12) A.M.A.	1966.	Remmers, H.H. AMERICAN TEENAGERS.	(Grades 10-12) Bobbs - Merrill	1957.

APPROVED SUPPLEMENTARY BOOKS

AUTHOR: TITLE	PUBLISHER	DATE	AUTHOR: TITLE	PUBLISHER	DATE
<u>STUDENT:</u>					
Sands, Sidney. GROWING UP TO LOVE, SEX AND MARRIAGE.	(Grade 12) Christopher.	1960.	Baruch, Dorothy. ONE LITTLE BOY.	Julian Press.	1952.
Shultz, Gladys. IT'S TIME YOU KNEW.	(Grades 7-9) Lippincott.	1955.	Bernard, Jessie. MARRIAGE AND FAMILY AMONG NEGROES.	Prentice-Hall.	1966.
Shultz, Gladys. LETTERS TO JANE.	(Grades 9-12) Lippincott.	1960.	Brenner, Ralph and Shirley. SEX AND THE TEENAGER.	Macfadden- Bartell.	1964.
Smith, Sally. NOBODY SAID IT'S EASY.	(Grades 9-12) Macmillan.	1963.	Butcher, R. and Robinson, M. UNMARRIED MOTHER.	Pub. Affairs.	1959.
Strain, Frances. BEING BORN.	(Grades 6-8) Appleton. Revised	1936. 1954.	Chesser, Eustace. LIVE AND LET LIVE.	Philosophical Life.	1958.
Strain, Frances. LOVE AT THE THRESHOLD.	(Grades 10-12) Appleton.	1952	Chesser, Eustace. UNMARRIED LOVE.	Van Rees Press.	1965.
Strain, Frances. NEW PATTERNS IN SEX TEACHING.	(Grades 10-12) Appleton.	1951.	Child Study Association of America. SEX EDUCATION AND THE NEW MORALITY.	Columbia University Press.	1967.
Woodward, L.T. 90 PER CENT OF WHAT YOU KNOW ABOUT SEX IS WRONG.	(Grades 9-12) Parliament.	1962.	Coffin, Tristram. SEX KICK.	Macmillan.	1966.
<u>TEACHER:</u>					
American Medical Association. MIRACLE OF LIFE.	A. M. A.	1966.	Corner, George W., M.D. ATTAINING MANHOOD.	Harper & Row.	1952.
Atkinson, Ronald. SEXUAL MORALITY.	Harcourt, Brace	1965.	Corner, George W., M.D. ATTAINING WOMANHOOD.	Harper & Row.	1952.



APPROVED SUPPLEMENTARY BOOKS

<u>AUTHOR: TITLE</u>	<u>PUBLISHER</u>	<u>DATE</u>	<u>AUTHOR: TITLE</u>	<u>PUBLISHER</u>	<u>DATE</u>
<u>TEACHER:</u>			<u>TEACHER:</u>		
Cosgrove, Margaret. EGGS.	Dodd, Mead	1966.	Glover, Leland. HOW TO HELP YOUR TEEN- AGER GROW UP.	Crowell-Collier.	1962.
Crow, Lester and Alice. SEX EDUCATION FOR THE GROWING FAMILY.	Christopher.	1959.	Goddard, Carrie. CHILD AND HIS NURTURE.	Abingdon.	1962.
Dawkins, Julia. TEACH YOUR CHILD ABOUT SEX.	Transatlantic.	1964.	Gottlieb, Bernard. WHAT A BOY SHOULD KNOW ABOUT SEX.	Bobbs-Merrill.	1960.
EDUCATING THE TEEN-AGER IN HUMAN RELATIONS AND MANAGEMENT OF RESOURCES.	Am. Home Eco. Assoc.	1965.	Gottlieb, Bernard. WHAT A GIRL SHOULD KNOW ABOUT SEX.	Bobbs-Merrill.	1961.
Faegre, Marion. YOUR OWN STORY.	Univ. of Minnesota.	1943.	Grunwald, Henry Anatole, ed. SEX IN AMERICA.	Bantam Books.	1964.
Fletcher, Joseph. SITUATION ETHICS--THE NEW MORALITY.	Westminster.	1956.	Havighurst, Bowman, Liddle, Mathews, and Pierce. GROWING UP IN RIVER CITY.	Wiley.	1962.
Fraiberg, Selma. MAGIC YEARS.	Scribner's.	1959.	Hoeflin, Ruth M. ESSENTIALS OF FAMILY LIVING.	Wiley.	1960.
Friedenberg, Edgar. VANISHING ADOLESCENT.	Beacon Press.	1964.	Hymes, James. CHILD DEVELOPMENT POINT OF VIEW.	Prentice-Hall.	1955.
Fromm, Erich. THE ART OF LOVING.	Harper & Row.	1956.	Ingelman - Sunberg, Axel. CHILD IS BORN.	Delacorte.	1966.
Glassberg, B.Y., M.D. TEEN-AGE SEX COUNSELOR.	Barron's.	1965.	Jewett and Knapp, editors. THE GROWING YEARS.	AAHPER.	1962.

APPROVED SUPPLEMENTARY BOOKS

<u>AUTHOR: TITLE</u>	<u>PUBLISHER</u>	<u>DATE</u>	<u>AUTHOR: TITLE</u>	<u>PUBLISHER</u>	<u>DATE</u>
<u>TEACHER:</u>					
Johnson, Eric. LOVE AND SEX IN PLAIN LANGUAGE.	Lippincott.	1967.	Lambert, Clara. UNDERSTAND YOUR CHILD FROM 6 to 12.	Public Affairs.	1948.
Johnson, Warren and Julia. HUMAN SEX AND SEX EDUCATION.	Lea & Febiger.	1963.	Landis, Paul. COMING OF AGE.	Public Affairs.	1956.
Josselyn, Irene. ADOLESCENT AND HIS WORLD.	Family Service.	1952.	Lerrigo, M. and Cassidy, M. DOCTOR TALKS TO 9 to 12 YEAR OLDS.	Budlong.	1965.
JOURNAL OF MARRIAGE AND THE FAMILY.	National Council on Family Relations Quarterly periodical.		Lerrigo, M. and Southard, H. APPROACHING ADULTHOOD.	A. M. A.	1966.
Kinsey, A.C., et al. SEXUAL BEHAVIOR IN THE HUMAN FEMALE.	Saunders.	1953.	Lerrigo, M. and Southard, H. FACTS AREN'T ENOUGH.	A. M. A.	1962.
Kirkendall, Lester. SEX EDUCATION AS HUMAN RELATIONS.	Roxbury.	1950.	Lerrigo, M. and Southard, H. STORY ABOUT YOU.	A. M. A.	1966.
Kirkendall, Lester and Ogg, Elizabeth. SEX AND OUR SOCIETY.	Pub. Affairs.	1964.	Levine, M. and Seligmann, J. HELPING BOYS AND GIRLS UNDERSTAND THEIR SEX ROLES.	S. R. A.	1953.
Kirkendall, Lester and Osborne, Ruth Farnham. UNDERSTANDING THE OTHER SEX.	S. R. A.	1955.	Lorand, Rhoda. LOVE, SEX, AND THE TEENAGER.	Macmillan.	1965.
Krich, Aron, editor. FACTS OF LOVE AND MARRIAGE FOR YOUNG PEOPLE.	Dell.	1962.	Mace, David. WHAT MAKES A MARRIAGE HAPPY?	Public Affairs.	1959.
			Manley, Helen. CURRICULUM GUIDE IN SEX EDUCATION.	State Pub. Revised ed.	1967.

APPROVED SUPPLEMENTARY BOOKS

<u>AUTHOR: TITLE</u>	<u>PUBLISHER</u>	<u>DATE</u>	<u>AUTHOR: TITLE</u>	<u>PUBLISHER</u>	<u>DATE</u>
<u>TEACHER:</u>					
Maternity Center Association. BABY IS BORN.	Mat. Center Assoc.	1957.	SEX INSTRUCTION IN SWEDISH SCHOOLS.	Swedish Board of Education Series #28.	1964.
Milt, Harry. YOUNG ADULTS AND THEIR PARENTS.	Pub. Affairs.	1964.	Smith, Sally. NOBODY SAID IT'S EASY.	Macmillan.	1963.
Museum of Science and Industry, Chicago and Univ. of Illinois Professional Colleges, Chicago. MIRACLE OF GROWTH.	Pyramid Books.	1950.	Southard, Helen F. SEX BEFORE TWENTY.	Dutton.	1967.
Naismith, Grace. PRIVATE AND PERSONAL.	McKay.	1966.	Spock, Benjamin, M.D. PROBLEMS OF PARENTS.	Houghton Mifflin.	1962.
Orenstein, Irving. WHERE DO BABIES COME FROM?	Pyramid Books.	1964.	Strain, Frances. BEING BORN.	Appleton. Revised	1936. 1954.
Ploscowe, Morris. SEX AND THE LAW.	Ace Books.	1962.	Strain, Frances. LOVE AT THE THRESHOLD.	Appleton.	1952.
Reiss, Ira. PREMARITAL SEX STANDARDS IN AMERICA.	Macmillan.	1960.	Strain, Frances. NEW PATTERNS IN SEX TEACHING.	Appleton.	1951.
Reiss, Ira, editor. SEXUAL RENAISSANCE IN AMERICA. Aime.		1966.	Vincent, Clark. UNMARRIED MOTHERS.	Free Press.	1961.
Remmers, H. H. AMERICAN TEENAGERS.	Bobbs-Merrill.	1957.	WHAT SHALL I TELL MY CHILD?	Crown.	1966.
Sands, Sidney. GROWING UP TO LOVE, SEX AND MARRIAGE.	Christopher.	1960.	Young, Leontine. OUT OF WEDLOCK.	McGraw-Hill.	1954.
			Baker, K. R. and Fane, X. F. UNDERSTANDING AND GUIDING YOUNG CHILDREN.	Prentice-Hall.	1967.

APPROVED SUPPLEMENTARY BOOKS

AUTHOR: TITLE	PUBLISHER	DATE	AUTHOR: TITLE	PUBLISHER	DATE
<u>PARENTS:</u>					
Amstutz, H.C. GROWING UP TO LOVE.	Herald Press.	1956.	Dawkins, Julia. TEACH YOUR CHILD ABOUT SEX.	Transatlantic.	1964.
Arnstein, Helene S. WHAT TO TELL YOUR CHILD.	Pocket Bks.	1964.	De Kok, Winifred. YOU AND YOUR CHILD.	Philosophical Lib.	1955.
Baruch, Dorothy. ONE LITTLE BOY.	Julian.	1952.	Diehl, H. and Laton, A. FAMILIES AND CHILDREN.	McGraw-Hill. (Webster Division)	1955.
Bauer, W.W. MOVING INTO MANHOOD.	Doubleday.	1963.	Dunbar, Flanders. YOUR TEENAGER'S MIND AND BODY.	Hawthorne.	1962.
Brenner, Ralph and Shirley. SEX AND THE TEENAGER.	Macfadden- Bartell.	1964.	Duvall, Evelyn. BUILDING YOUR MARRIAGE.	Public Affairs.	1946.
Butcher, R. and Robinson, M. UNMARRIED MOTHER.	Pub. Affairs.	1959.	Duvall, Evelyn. KEEPING UP WITH TEEN-AGERS.	Public Affairs.	1947.
Cain, Arthur. YOUNG PEOPLE AND SEX.	Day.	1967.	Duvall, Evelyn and Sylvanus. SAVING YOUR MARRIAGE.	Public Affairs.	1967.
Chesser, Eustace. LIVE AND LET LIVE.	Philosophical Life.	1958.	Ellzey, W.C. PREPARING YOUR CHILDREN FOR MARRIAGE.	Association.	1964.
Chesser, Eustace. UNMARRIED LOVE.	Van Rees Press.	1965.	English, O.S. and Finch, S. EMOTIONAL PROBLEMS OF GROWING UP.	S. R. A.	1951.
Corner, George W., M.D. ATTAINING MANHOOD.	Harper & Row.	1952.	Faegre, Marion L. YOUR OWN STORY.	Univ. of Minnesota.	1943.
Corner, George W., M.D. ATTAINING WOMANHOOD.	Harper & Row.	1952.	Fletcher, Joseph. SITUATION ETHICS - THE NEW MORALITY.	Westminister.	1956.
Cosgrove, Margaret. EGGS.	Dodd, Mead	1966.			
Crow, Lester and Alice. BEING A GOOD PARENT.	Christopher.	1966.			



APPROVED SUPPLEMENTARY BOOKS

AUTHOR: TITLE	PUBLISHER	DATE	AUTHOR: TITLE	PUBLISHER	DATE
<u>PARENTS:</u>					
Fraiberg, Selma. MAGIC YEARS.	Scribner's.	1959.	Hymes, James. BEING A GOOD PARENT.	Teachers College Columbia Univ.	1949.
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